DOCUMENT RESUME

ED 205 331 RC 012 844

AUTHOR	Nelson, JoAnne, Ed.; And Others
TITLE	Small Schools Language Arts Curriculum, 9-12: Literature. Scope, Objectives, Activities, Resources, Monitoring Procedures.
INSTITUTION	Educational Service District 189, Mt. Vernon, Wash.; Washington Office of the State Superintendent of Public Instruction, Olympia.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	79
NOTE	452p.; For related documents, see RC 012 825-843 and RC 012 845-851.
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	*Behavioral Objectives; Educational Objectives; Informal Assessment; *Instructional Materials; *Language Arts; Learning Activities; Literary Criticism; Literary Devices; Literary Genres; Literary History; Literary Styles; *Literature; *Literature Appreciation; Secondary Education; *Small Schools; State Curriculum Guides; Student Evaluation; Teaching Methods; Thematic Approach

ABSTRACT

Designed to assist teachers in small schools with the improvement of curriculum and instruction and to help smaller districts without curriculum personnel to comply with Washington's Student Learning Objectives Law, this guide contains the literature component of the language arts curriculum materials for grades 9-12. Learning objectives are correlated to Goals for Washington Common Schools and to broad K-12 language arts program goals. The arrangement of information is designed to allow districts to personalize the materials to meet their own educational programs. The format consists of a sequential list of student learning objectives related to the study of literature, followed by pages which feature one or more objectives and include activities, monitoring procedures, and possible resources used in teaching. Grade recommendations for teaching the objectives at the secondary level are very broad, reflecting that courses are often non-graded or that students must enroll in some basic courses to meet competency or graduation requirements. Where applicable, the relatedness of an objective to other curriculum areas is shown. Specific areas of literature covered include literary genres (novel, short story, myths, legends, folktales, parables, tall tales, drama, biography, essay, poetry); thematic, historical and cultural approaches; analysis of literature; and personal application/relevance. (CM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED205331

July 1979

SMALL SCHOOLS LITERATURE CURRICULUM

JUL 1981
ERIC/CRESS
RECEIVED

GRADES 9-12

RC 012844

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. Brouillet

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

SMALL SCHOOLS
LANGUAGE ARTS CURRICULUM
9-12
Literature

Scope

Objectives

Activities

Resources

Monitoring Procedures

Working Copy

June 1979

This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

Dr. Frank B. Brouillet
State Superintendent of Public Instruction

Dr. Jack Frisk
Deputy Superintendent

Dr. Monica Schmidt
Assistant Superintendent
Division of Instructional and Professional Services

William Radcliffe, Jr.
Director
Basic Education/Cultural Enrichment Program

Dr. Leslie Francis
Supervisor, Basic Skills

4

ACKNOWLEDGMENTS

The Small Schools Student Learning Objectives were written by a consortium of teachers and administrators from local districts and Educational Service District 189.

Small Schools Technical Advisory Committee:

Dr. David Hartl, Assistant Superintendent, C. & I, ESD 189
JoAnne Nelson, Coordinator, Small Schools Project, ESD 189
John Thomas, Administrative Assistant, Arlington School District
Eugene Elledge, Assistant Superintendent, Monroe School District
Richard Bates, Teacher, Granite Falls School District
Robert Estes, Director of Curriculum, Lake Stevens School District
Nancy Whitson, Administrative Assistant, Snohomish School District
Ron Hendricks, Vice-Principal, Stanwood School District
Mary Riley, Vice-Principal, Sultan School District
Loretta Sherrill, Teacher, Darrington School District
Al Good, Principal, South Whidbey School District
Gary Timmerman, Principal, Lakewood School District

Language Arts Committee (9-12)

Janet Pfeifer, Teacher, Arlington School District
Loretta Sherrill, Teacher, Darrington School District
Laura Kittleson- Madeo, Teacher Lake Stevens School District
Alicia Haberman, Teacher, Monroe School District
John Boling, Teacher, Snohomish School District
Francis Sanford, Teacher, South Whidbey School District
Jennifer Leach, Teacher, Stanwood School District
Don Good, Teacher, Stanwood School District

Language Arts - Special Consultants

Charles Blondino, Director, Curriculum and Instruction ESD 121
Jim Barcheck, Director of Instruction, Kent School District
Doris Hartl, English Instructor

Editors

JoAnne Nelson, ESD 189
Doris Hartl, English Instructor
David Hartl, ESD 189

Office Services

Syble Wheeler, ESD 189
Janet Newell, ESD 189

Special Typists

Elaine Burhop
Joyce Elven
Doris Lynch
Lou Spooner

APPRECIATION

Many Educators have been involved in the development of the Small Schools curriculum materials. Of these, Robert Groeschell, now retired from the Office of the Superintendent of Public Instruction, deserves special recognition for his insight, leadership and support in initiating the Small Schools Curriculum Project.

In order to provide assistance to small school districts, a curriculum assessment was conducted by Mr. Groeschell in the spring of 1975. The findings of this assessment pointed out the need for the development of curriculum guidelines to assist small school districts in identifying learning objectives and in planning for program implementation. These findings served as a basis for originally funding the Small Schools Curriculum Project.

Dr. Don Hair, Dr. Monica Schmidt and Bill Radcliffe should be given recognition for their efforts in seeing that the project has continued from the original K-3 efforts to completion of guidelines 9-12.

Appreciation is also extended to Dr. Charles Murray, Superintendent, and the staff of ESD 189 for providing meeting space, equipment and resources which facilitated the development of the Small Schools Curriculum materials.

TABLE OF CONTENTS

PAGE

Introduction.. vi

Organization of Small Schools Materials............................ vi

Relationship to SLO Law.. vii

Format.. viii

Definition of format terms.. x

Goals for the Washington Common Schools............................ xii

Language Arts Program Goals (K-12).................................. xiii

Language Arts Scope (9-12)... xiv

Language Arts Objectives, Activities, Monitoring Procedures
and Resources (See Language Arts Scope)........................... 1

INTRODUCTION

The Small Schools Project Objectives 9 - 12 were developed during the 1978-79 school year through the cooperative efforts of three levels of educational organization: ten Snohomish and Island County school districts, Educational Service District 189 and the State Office of Public Instruction. Funds were provided through Title IV C and SPI, with ESD providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in three disciplines, language arts, mathematics and reading to serve as a basis for a goal based curriculum in the three disciplines. A cadre of secondary teachers from the ten consortium schools (Arlington, Darrington, Granite Falls, Lake Stevens, Lakewood, Monroe, Snohomish, Stanwood, Sultan and South Whidbey) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and secondary classroom teachers. The third step in the process was to involve secondary classroom teachers in writing activities to accompany the objectives. The objectives, and activities with these accompanying monitoring procedures and resources make up the curriculum guideline.

ORGANIZATION OF BOOK

Book Covers and Objective pages for Small Schools materials have been color coded for each subject with language arts being yellow.

Following each colored objectives page there are usually several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objective(s). (See pages x and xi of this book for more detailed explanation of the format.) Within each curriculum book the objectives have been correlated to the Goals for the Washington Common Schools and to the Small Schools Program goals for language arts. A limited number of activities have been written for some areas of the scope of secondary mathematics, since most instructors use the text as the basis for instruction. Users of this material are asked to suggest activities that might be added to this book following its field testing and prior to final printing.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981.)*

Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

The approach of the Small Schools Project Consortium was first to develop a curriculum, grades 9-12, in mathematics, language arts and reading using a goal base model. Thus the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline 9-12 and deliberately chose not to develop objectives for specific courses. Secondary teachers thus are free to choose objectives from the taxonomy to build their specific courses in this discipline.

*See "Guide to the Student Learning Objectives Law," RCW 28A. 58.090 SPI, Olympia, Washington 98504

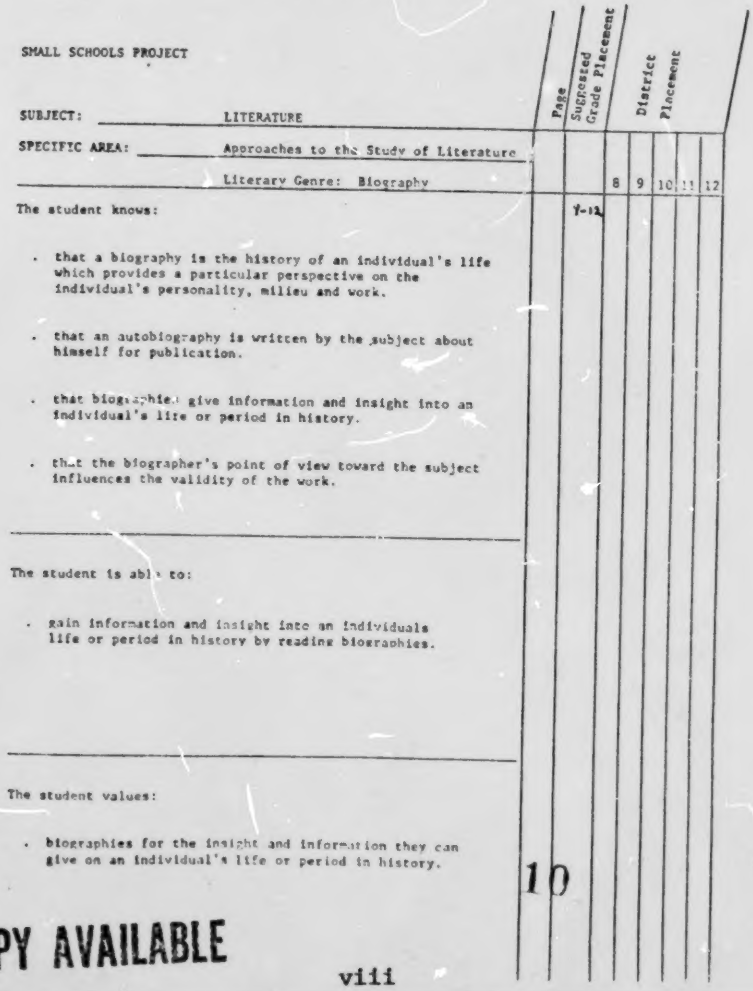
FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures, and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation for the secondary level is very broad reflecting that courses are often non-graded or that students must enroll in some basic courses to meet graduation or compentencies requirements.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum courses in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.



SMALL SCHOOLS PROJECT

SUBJECT: LITERATURE
SPECIFIC AREA: Approaches to the Study of Literature
Literary Genre: Biography

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:		7-12					
• that a biography is the history of an individual's life which provides a particular perspective on the individual's personality, milieu and work.							
• that an autobiography is written by the subject about himself for publication.							
• that biographies give information and insight into an individual's life or period in history.							
• that the biographer's point of view toward the subject influences the validity of the work.							
The student is able to:							
• gain information and insight into an individuals life or period in history by reading biographies.							
The student values:							
• biographies for the insight and information they can give on an individual's life or period in history.							

BEST COPY AVAILABLE

Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and possible resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that the biographer's point of view toward the subject influences the validity of the work. B. The student knows that an autobiography is written by the subject about him/herself for publication.

State Goal	1,4
District Goal	
Program Goal	4,5,6

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Biography - Point of View **Group size:** individual, large group **Materials:** chalkboard, biographies, autobiographies **Procedure(s):** . Have students read excerpts or short autobiographies (see resources). . Have students write down differences in point of view found in each type. . Compile the differences and list on the chalkboard. . Discuss the biographer's point of view and how it influences the validity of his/her work. **Variation(s):** . Use an autobiography and a biography about the same person. Compare the differences/similarities. If excerpts are used, choose sections dealing with the same period of the person's life.	Have students enumerate differences between a biography and an autobiography.	Clements, Zacharie, and Leon Burrell, Profiles, A Collection of Short Biographies, Learning Trends, Globe Book Co., NY, 1975. Contains biographies on such people as Pancho Gonzales, Boris Karloff and Mary Bethune Kieszak, Kenneth, Turning Point, A Collection of Short Biographies, Learning Trends, Globe Book Co., 1973. Contains biographies on such people as Buffy Sainte-Marie, Mario Andretti. Golda Meier and Arthur Ashe.

DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972 the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction such as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

> Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.
>
> An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."
>
> Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.
>
> An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."
>
> Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.
>
> An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Possible Learning Resources indicate materials, teacher-made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.
2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.
3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.
4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.
5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.
6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.
7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.
8. As a result of the process of education, all students should be prepared for their next career steps.
9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.
10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

LANGUAGE ARTS PROGRAM GOALS
(K-12)

1. The student uses language effectively in interaction with others, gaining and improving speaking and listening skills in group communication process.

2. The student writes openly, clearly and creatively.

3. The student acquires, interprets and evaluates information through purposeful and critical observation and listening.

4. The student responds in subjective, analytic and evaluative ways to literature and the humanities as a reflection of the life, values and ideas of this and other cultures.

5. The student comprehends the printed material needed to succeed in educational, vocational and social interests and inquiries.

6. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, of associations and points of view.

7. The student adapts speech and writing to different purposes, audiences and communication forms and uses the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student expresses and interprets ideas, attitudes and feelings effectively in verbal and nonverbal ways.

9. The student knows that language adapts to the needs of people through time.

10. The student knows that one's experience in the world is given meaning and shape by language.

LANGUAGE ARTS

SCOPE
9-12

VI. LITERATURE PAGE

A. Approaches to the Study of Literature

Literary Genre

Novel 1
Short Story 17
Myths, Legends 23
Folktales, Fables, Parables, Tall Tales . . . 43
Drama 59
Biography 75
Essay 85
Poetry 95
Thematic Approach 153
Historic/Cultural Approach 169

B. Analysis of Literature

Elements and Structure 211
Author's Use of Language 217
C. Personal Application/Relevance 227

16

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS/LITERATURE

SPECIFIC AREA: Approaches to the Study of Literature

Literary Genre: Novels

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. that novels are classified into types: historical, regional, sociological, mystery, science fiction, and utopian.		9-12					
. that sociological novels emphasize the influence of economic and social conditions on character and action, and often make a plea for reform.	3/5						
. that the historical novel utilizes events, people, and settings from history; and intertwines these with fictional material to achieve the desired effects.							
. that the regional novel emphasizes the manner in which character and action are affected by the language, customs, values, and landscape of a particular locality							
. that the elements of the novel which are commonly utilized in mystery literature are suspense, foreshadowing and surprise ending.	7						
. that in dealing with time in a novel, a writer may employ: chronological sequence, flashbacks, stream-of-consciousness, and multiple narrators.							
The student is able to:							
. identify the methods by which characterization is accomplished: character's name, appearance, thoughts, speech, actions, and other's attitudes toward the character.	9						
. state the conflict or problem in a story or novel and explain how the conflict is resolved.	11/13						
. identify mood produced by the setting.							
. identify point of view.							
. identify obvious symbolism.	15						
The student values:							
. the novel as an important tool for understanding and interpreting reality.	3/13						
. the novel as a work of art.	11						
. the novel as a source of entertainment and enjoyment.	15						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that sociological novels emphasize the influence of economic and social conditions on character and action, and often make a plea for reform.

B. The student values the novel as an important tool for understanding and interpreting reality.

State Goal	1,4
District Goal	
Program Goal	4,5,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Developing Responsibilities/ Relating Fictional Characters to Reality

Group Size: three or four persons

Materials: Lord of the Flies, pens

Procedure(s):

- Students assume they are stranded on an island as are the boys in Lord of the Flies. They assume that they have formulated the following responsibilities:

1. We must establish a group of hunters who will find meat and prepare it for eating.
2. We must establish a "hands up" rule. No one will be permitted to speak out of turn.
3. We must establish some means of enforcing rules and policies. Those not conforming will be punished accordingly.
4. We must make sure that the fire is going and emitting smoke at all times.
5. We must build an adequate number of shelters to house us all. They must be safe and sturdy enough to withstand storms.
6. We must establish a list of names for reasons of safety and organization.

- Each member of each group is to rank the above responsibilities in order of importance by using the following chart:

Suggested Monitoring Procedures

Possible Resources

LORD OF THE FLIES by William Golding, Putnam Capricorn Books

District Resources

The previous numbered page in the original document was blank

Suggested Activities: Grade(s) ______

Directions: Place a "1" by the responsibility which you feel is the most important, a "2" by the one which is second in importance, etc. All the responsibilities must be numbered. When you have finished rating the responsibilities, tally the points for each responsibility.

MEMBERS

RESPONSIBILITIES	A.	B.	C.	D.	TOTAL	FINAL RANK
1.						
2.						
3.						
4.						
5.						
6.						

- Each group is to discuss the following textual questions, placing primary importance on the one responsibility that received the least amount of points in the final ranking in the chart above.

1. Why do you think the boys were not very successful in their attempts to establish responsibilities or carry them through?
2. Had the boys gone through the process of prioritizing their responsibilities, as you did, might they have had more success in their endeavors?
3. Considering the characters of Ralph, Jack and Simon, which of the six responsibilities do you think each of them would select as most important?

Suggested Monitoring Procedures

This ranking helps each student to identify his/her own reactions to a situation similar to the boys in Lord of the Flies. Make sure each student ranks all of the responsibilities.

This discussion facilitates a correlation between a student's own reactions to those of the characters in the text.

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) ____

(continued)

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) ____

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
4. What responsibilities, other than the six listed above, should be developed by the boys if they are to make the best of their experience? 5. Do you feel that if a person does not agree with policies established by others, he/she should not be made to follow them? 6. Are there any situations or circumstances which might demand the full cooperation of everyone whether or not some of the group may not wish to cooperate? Is the situation described in this novel one of these?		
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that the elements of the novel which are commonly utilized in mystery literature are suspense, foreshadowing, and surprise ending. B. The student values the novel as a source of entertainment and enjoyment.

State Goal	1.4
District Goal	
Program Goal	4,5,6

Related Area(s)

Suggested Activities: Grade(s) 10-12

Title:	Motif and Foreshadowing and Suspense.
Group Size:	Individuals
Materials:	We Have Always Lived in the Castle, note paper, pen.

Procedure(s):

- Teacher defines motif: a character, incident, or idea that recurs frequently in various works or in various parts of the same work.
- Teacher defines Foreshadowing: hints or clues in the form of a word, or a phrase, or a sentence to: indicate what is going to occur; stimulate reader interest; add suspense; help prepare the reader for the outcome.
- Students read We Have Always Lived in the Castle, recording on note paper all of Merricat's references to life "on the moon".
- After having read this novel, students write an analysis of Merricat's frequent reference to life "on the moon".
  Directions: Using specific textual references, analyze the ways in which "on the moon" serves as a foreshadowing for Merrican's statement at the novel's end: "We are on the moon at last." Make sure you explain the significance of the words "at last".
- Explain how this motif:
  - adds suspense
  - helps prepare the reader for the outcome.

Suggested Monitoring Procedures

Segment the reading, conducting directed class discussions as to how as the novel progresses each reference to "the moon" helps clarify the meaning of this motif.

The length and level of sophistication of this analysis depends upon the level of student writing ability.

Possible Resources

We Have Always Lived in the Castle by Shirley Jackson

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to identify the methods by which characterization is accomplished: character's name, appearance, thoughts, speech, actions, and other's attitudes toward the character.

State Goal	1,4
District Goal	
Program Goal	4,5,6

Related Area(s) Short Story

Suggested Activities: Grade(s) 9-12

Title: Development of Character
Group Size: Individuals
Materials: Lord of the Flies, pens

Procedure(s):

- Students are to complete the following chart, identifying ways in which characterization is achieved through the character's name and physical appearance.

	RALPH	PIGGY	JACK	SIMON
Identify Effects of Character's Name on His Personality				
Identify Character's Appearance				
Identify Effects of Character's Appearance on His Personality				

- Using the chart as a guide, the students are to write a brief explanation per character of the ways in which his name and physical description help achieve characterization.

Suggested Monitoring Procedures

The chart should be handed out when the text is handed out so that the students complete the middle horizontal column while reading. The other two horizontal columns should be completed upon completion of the text.

Possible Resources

Lord of the Flies, William Golding, Putnam Capricorn Books.

District Resources

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Methods of Achieving Characterization **Group Size:** Individuals **Materials:** Paper and pens **Procedure(s):** . Students are to write a one page character description of Ralph, Piggy, Jack or Simon, focusing on the following methods of achieving characterization: thoughts, speech, actions, and other's attitudes toward the character.		
		District Resources

32

33

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to state the conflict or problem in a story or novel and explain how the conflict is resolved. B. The student values the novel as a work of art.

State Goal	1,4
District Goal	
Program Goal	4,5,6

Related Area(s) Short Story

Suggested Activities: Grade(s) 9-12

Title: Conflict within a Novel
Group Size: Individuals
Materials: Novel, pens, paper

Procedure(s):

- Teacher defines plot (e.g., the plan and arrangement of related incidents, details, and elements of conflict in a story).
- Teacher defines conflict (e.g., the struggle between two opposing forces).
- Teacher explains the main types of conflicts (e.g, man against self, man against society, man against nature, man against man).
- Teacher explains the difference between internal and external conflict (e.g., external: a physical struggle; internal: an inner struggle with self or conscience).
- Teacher explains that most novels include several basic types of conflict, some major and some monor, which combine to produce a unified whole.
- Students are to:
  1. Read a novel.
  2. Identify by means of short paragraph explanations the types of conflicts employed in this novel, indicating whether these conflicts are internal or external.
  3. Label each conflict major or minor.
  4. Make a plot outline (see Short Story section) for one of the major conflicts.
  5. Be prepared to explain their outlines to the entire class.

Suggested Monitoring Procedures

Length of plot outline depends upon (1) level of student ability,and (2) novel chosen.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

36

37

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to state the conflict or problem in a story or novel and explain how the conflict is resolved. B. The student values the novel as an important tool for understanding and interpreting reality.

State Goal	1,4
District Goal	
Program Goal	4,5,6

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources
Title: Explanation of a Plot Outline Group Size: individual Materials: paper and pens Procedure(s): . Teacher explains the following terms to the students. 1. Exposition (e.g.,background material) 2. Characters (e.g., people in the story) 3. Protagonist (e.g., person around whom the action is centered) 4. Antagonist (e.g., person who opposes the protagonist) 5. Time: when 6. Place: where 7. Situation (e.g., a brief explanation of the problem confronting the protagonist) 8. Steps leading to climax (e.g., explanation of the main character's struggles as they lead up to the climax) 9. Climax (e.g., the point of greatest intensity in the story) 10. Dénouement (e.g., the final unraveling of the plot)	Students should take notes on these terms, and, after a reasonable amount of time, be expected to employ these terms in writing and in discussion.	 **District Resources**

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to identify obvious symbolism. The student values the novel as a source of entertainment and enjoyment.

State Goal	1,4
District Goal	
Program Goal	4,5,6

Related Area(s)

Suggested Activities: Grade(s) 10-12

Title: "Keep It Under Your Hat"
Group Size: Entire class, small groups
Materials: Copies of THE SECRET SHARER

Procedure(s): (The procedures assume that the class has read the story.)

- Students begin discussion of symbolism by considering two quotations.

  Early in the story the captain-narrator says: "But what I felt most was my being a stranger to the ship; and if all the truth must be told, I was somewhat of a stranger to myself...I wondered how far I should turn out faithful to the ideal conception of one's own personality every man sets up for himself secretly."
  At the end of the story, the captain says: "No one in the world should stand now between us, throwing a shadow on the way of silent knowledge and mute affection, the perfect communion of a seaman with his first command."

- Students consider the incident of the shared hat for symbolic implications. Literally, the hat that the captain gives Leggatt is supposed to protect the latter from the heat of the sun as he escapes toward shore. When it falls off Leggatt's head as he swims away from the ship, the captain uses it as a mark to steer his ship out into deeper waters. In succeeding in saving his ship he wins the confidence of his crew and increases his own confidence.

Suggested Monitoring Procedures

Teacher leads class discussion and review of literal account of the story, including the psychological implications of the feeling of duality Conrad creates between the narrator-captain and Leggatt.

Possible Resources

FOUR ENGLISH NOVELS, edited by J. B. Priestly and O. B. Davis, Harcourt, Brace, Javonavich.

The Secret Sharer
ESD 189 Film Center
Film #1806
Britannica, c. 1973 30 minutes

Discussion of The Secret Sharer
ESD 189 Film Center
Film #1807
Britannica, c. 1973 10 minutes

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

Symbollically, a hat is an individual, personal sort of covering not generally to be shared. But this one has been worn by two different men. Or is it that it has been shared by two sides of the same man?

Both men are about the same age, build, background, almost like twins. Leggatt, the violent one, is perhaps the shadow side of the captain, the part he does not know. When the captain accepts, hides, and helps Leggatt, he is accepting the other side of himself.

The shared hat symbolizes the whole personality, whole because the shadow side has not been rejected. The hat becomes the steering mark that enables the completed self to bring the ship out of danger. Finally, the narrator-captain is able to say, "I was in time to catch an evanescent glimpse of my white hat left behind to mark the spot where the secret sharer of my cabin and of my thoughts, as though he were my second self, had lowered himself into the water to take his punishment: a free man, a proud swimmer striking out for a new destiny."

Possible writing topics:

(1) Where should the emphasis be in the title: Secret SHARER or SECRET Sharer?

(2) In what ways did the three captains -- of the Cutty Sark, the Sephora, and the ship of the narrator-captain - differ in their approaches to the problem of outlawry vs. society?

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS/LITERATURE

SPECIFIC AREA: Approaches to the Study of Literature

	Page	Suggested Grade Placement	District Placement				
Literary Genre: Short Story			8	9	10	11	12
The student knows:							
. that the short story deals with economy of language, details, characterization, and setting.	19	9-12					
. that the short story generally has one storyline.							
. that in contrast to a novel, the length of a short story restricts the number of conflicts, themes, fully developed characters, and generally the time span portrayed.	19/21						
The student is able to:							
. identify the storyline in a short story.	21						
The student values:							
. the short story as a source of enjoyment.	21						

46

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that the short story deals with economy of language, details, characterization, and setting. B. The student knows that in contrast to a novel, the length of a short story restricts the number of conflicts, themes, fully developed characters, and generally the time span portrayed.

State Goal	1,4
District Goal	
Program Goal	3, 4,6

Related Area(s) Novels, elements and structure

Suggested Activities: Grade(s) 9-12

Title: Short Story Plot Elements and the Economy of Language
Group Size: individual
Materials: paper, pen, short story text, worksheet of short story plot elements.

Procedure(s):

- Before students can discuss short story effectively, they should be able to employ the terminology needed to analyze fiction (see Explanation of Plot Outline lesson, Short Story section).
- Students read an assigned short story.
- Students complete the following plot outline for the assigned short story.

Short Story Plot Outline

Exposition
Characters
Protagonist_______________
Antagonist _______________
Time__________________
Place__________________
Situation________________

Steps Leading to Climax__________

The previous numbered page in the original document was blank

(Over)

Suggested Monitoring Procedures

Carefully review all terms used in the plot outline.

Emphasize that the situation should be a concise explanation of the main conflict between the protagonist and antagonist.

Emphasize that the steps leading to the climax are necessarily brief due to the very nature of a short story.

Emphasize that the steps leading to the climax work together in building toward the climax.

Remind students that many short stories do not include a denouement.

Possible Resources

Day, A. Grove and Bauer, William F., The Greatest American Short Stories, McGraw-Hill, 1953.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
Climax ______________________ ______________________ ______________________ Denouement ______________________ ______________________ ______________________ - Teacher conducts class discussion in which the students use their plot outlines as guides.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that in contrast to a novel, the length of a short story restricts the number of conflicts, themes, fully developed characters, and generally the time span portrayed. B. The student is able to identify the storyline in a short story. The student values the short story as a source of enjoyment.

Related Area(s) Novel

State Goal	1,4
District Goal	
Program Goal	3,4,6

Suggested Activities: Grade(s) 9-12

Title: Explanation of a Plot Outline
Group Size: individual
Materials: paper and pens

Procedure(s):

. Teacher explains the following terms to the students.

1. Exposition (e.g.,background material)
2. Characters (e.g., people in the story)
3. Protagonist (e.g., person around whom the action is centered)
4. Antagonist (e.g., person who opposes the protagonist)
5. Time: when
6. Place: where
7. Situation (e.g., a brief explanation of the problem confronting the protagonist)
8. Steps leading to climax (e.g., explanation of the main character's struggles as they lead up to the climax)
9. Climax (e.g., the point of greatest intensity in the story)
10. Dénouement (e.g., the final unraveling of the plot)

Suggested Monitoring Procedures

Students should take notes on these terms, and, after a reasonable amount of time, be expected to employ these terms in writing and in discussion.

Suggested Resources

McFarland, Philip, et.al., Forms, Focus on Literature, Houghton Mifflin and Company, Boston, 1978. (This anthology is centered on short story elements including plot, setting and characterization.)

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS/LITERATURE

SPECIFIC AREA: Approaches to the Study of Literature

Literary Genre: Myths, Legends

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. that myths are usually concerned with the activities of gods and superheroes.	25/ 27	9-12					
. that myths provide imaginative patterns for understanding man and the universe.	29/ 35						
. that a myth is not a specific literary work but a floating tale common to the members of a tribe, race, or nation.	33/ 37						
. that many cultures share the same myths because of similar needs and concerns.	25/ 39						
. that writers frequently make mythological references to clarify and give meaning to their texts.	25/ 41						
. that a legend (e.g., King Arthur and the Knights of the Round Table) is a story or collection of stories handed down through oral tradition and popularly regarded as history.	39						
. that legends frequently serve to account for geographic physical phenomena.	33						
The student is able to:							
. relate myths to current human concerns.	29/ 37						
. relate myths of one culture to another.	31/ 39						
The student values:							
. myths and legends as insights into universal concerns of men.	35/ 37/ 41						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that myths are usually concerned with the activities of gods and superheroes. B. The student knows that many cultures share the same myths because of similar needs and concerns. C. The student knows that writers frequently make mythological references to clarify and give meaning to their texts.

State Goal	1,6,9
District Goal	
Program Goal	4, 6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Gods and Superheroes
Group size: entire class
Materials: see resources

Procedure(s):

- Discuss with the class the fact that the birth of many gods in mythology and of many great historical figures are surrounded by strange events. Have the students research and write up stories relating to the unusual birth and/or death of mythological or historical figures.
  Example:
  Athena and Aphrodite, Julius Caesar, Mark Twain,
- Have students write an original story in mythical style about the birth of an imaginary hero or public figure.

Suggested Monitoring Procedures

Assist students in selection of myths and legends from classroom materials and library.

Check students selections and determine if they are meeting the objectives.

Possible Resources

Meyers, Catherine R., and Myers, Franklin G., The Heroic Spirit, Prentice Hall, Inc., Englewood Cliffs, N. J., 1978.
Trout, Lawana, Myth, A Scholastic Literature Unit, Scholastic Book Service, New York, N. Y. 1975.
Anthologies (district literature series)
Wagner, Richard, The Ring of the Niebling (opera)

District Resources

The previous numbered page in the original document was blank

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows that myths are usually concerned with the activities of gods and superheroes. B. The student knows that myths provide imaginative patterns for understanding man and the universe. C. The student knows that many cultures share the same myths because of similar needs and concerns. D. The student is able to relate myths to current human concerns. E. The student is able to relate myths of one culture to another.

State Goal	1, 6, 9
District Goal	
Program Goal	4, 6

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: **Group size:** entire class **Materials:** see resources **Procedure(s):** • Read myths and stories about the end of the world and/or civilization. • Discuss the different methods described (Ex: Ragnarokk and a glorious fight from the survival of good, deposition of one god by another as in Greek tales, the great flood myths, etc) • Have students discuss ways they think the world could end and vote to see which they consider most likely. • Ask students to write their own version of the probable end of the world.	Read over student responses to determine how well they supported their version	Resources - anthologies - Greek legends and myths - Indian legends
Title: Life Motif **Group size:** entire class **Materials:** anthologies, science texts **Procedure(s):** • Read and discuss rebirth motif in mythology **Example:** the phoenix, Yggdrasil, etc) • The theory of endlessness or cycles in life is common to many ancient and current religions and philosophies. Have student consider and discuss cycles they are familiar with. Science, biology classes, should supply several, such as seasons, food chain, rain and evaporation, life cycles of insects, etc.	Observe students to determine student knowledge of the rebirth motif and its relatedness to other fields such as science.	**District Resources**

Suggested Activities: Grade(s) ______

Title:
Group size:
Materials:
Procedure(s):

- Read myths and stories about the end of the world and/or civilization.
- Discuss the different methods described (Ex: Ragnarokk and a glorious fight from the survival of good, deposition of one god by another as in Greek tales, the flood myths etc.)
- Have students discuss ways they think the world could end and vote to see which they consider most likely.
- Ask students to write their own version of the probable end of the world.

Suggested Monitoring Procedures

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that myths provide imaginative patterns for understanding man and the universe. B. The student knows that many cultures share the same myths because of similar needs and concerns. C. The student is able to relate myths to current human concerns.

Related Area(s)

State Goal	1,6,9
District Goal	
Program Goal	4,9

Suggested Activities: Grade(s) 9 - 12

Title: Universal [redacted] and Concerns
Group size: entire class, groups
Materials:

Procedure(s):

- Have students, in groups of 5 - 6, consider and list some major problems or concerns most people encounter in real life.
- Have the entire class coordinate lists from each group and compile a master list of universal concerns.
- Then have students maintain a checklist for each major myth studied and note which concerns from their lists are also concerns of the myth. They can also add any which appear in myths and not on their list and discuss why - - if concerns have changed over the centuries, etc.
- You may work from the other direction and ask students to analyze myths as they are read and start a list of concerns from the material that has been examined.

Suggested Monitoring Procedures

Possible Resources

Myths and legends
Anthologies

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that myths provide imaginative patterns for understanding man and the universe. B. The student knows that a myth is not a specific literary work but a floating tale common to members of a tribe, race or nation. C. The student is able to relate myths of one culture to another.

Related Area(s)

State Goal	1,6,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 9-12

Title: Cultural Comparison and Contrast of a Shared Myth

Group size: entire class and individual

Materials:

Procedure(s):

- Have students read a prose version of the story of Noah and the Ark.
- Then have students read a modern prose translation of the story of Gilgamesh.
- After the readings, have individual students or the teacher research and report to the class on the discovery of, and analysis of the Gilgamesh myth. Emphasis should be on the common origin. Students will easily discover for themselves the similarities between the Utnapishtim section of Gilgamesh, and Noah.
- Do a step by step analysis of the stories, similarities and differences, emphasizing the different religious outlook and cultural values which resulted in the changes from the original story line.

68

Suggested Monitoring Procedures

Possible Resources

Bible
Anthologies

District Resources

69

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that myths provide imaginative patterns for understanding man and the universe. B. The student knows that a myth is not a specific literary work but a floating tale common to the members of a tribe, race or nation. C. The student knows that legends frequently serve to account for geographic physical phenomena.

Related Area(s)

State Goal	1,6
District Goal	
Program Goal	4,6,9

Suggested Activities: Grade(s) 9 - 12

Title:
Group size: individuals, groups
Materials:

Procedure(s):

- Individually, have students research myths and legends, tall tales, regional customs and traditions for their area of the state or an area they have relatives living in.
- Have them gather information not only from printed material, but also from interviews with local people if possible.
- Collect the stories and publish them if possible. Develop continuing collection to be used at various grade levels, with Wash. St. History, etc.

Note: Contact state council of teachers of English with assistance in local publication. Also, there is a film on Foxfire available to motivate students.

Suggested Monitoring Procedures

Process student results of interviews, edit and assist with publication

Possible Resources

Foxfire - See Local Libraries
Cross Cut, Centrum Foundation, Fort Worden State Park, Port Townsend, Wash. 98368
(A Washington State Foxfire publication)

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows that myths provide imaginative patterns for understanding man and the universe. The student values myths and legends as insights into universal concerns of men.

State Goal	1,6,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Pourquoi Tales
Group size: entire class or individual
Materials:
Procedure(s):

A "pourquoi" tale is one which tells "how" something came to be the way it is.

- Read or tell the class some pourquoi-type stories from a variety of cultures and styles.
- Identify the elements common to this type of story.
- Encourage students to write their own tale to explain a natural phenomenon, such as why the sea is salty, sky is blue, how the leopard got its spots, why bears have short tails, etc.
- After the student has written a "pourquoi" tale have it compared with an already published tale on the same phenomenon - Why the Sea is Salty, Why the Bear has a Short Tale, etc.
- Be sure the student establishes and maintains a mythological style in the story. The student might also try paralleling the style of a particular culture.

Suggested Monitoring Procedures

Possible Resources

Storytelling Stone,
Feldman
Myths and Modern Man
Stanford
Myths of the World
Colum
Trout, Lawana, Myth, A Scholastic Literature Unit Series 4100, Scholastic Book Service, New York, N. Y. 1975.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

78

79

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that a myth is not a specific literary work but a floating tale common to the members of a tribe, race, or nation. B. The student knows that many cultures share the same myths because of similar needs and concerns. C. The student values myths and legends as insights into universal converns of men, gods and superheroes. with the activities of

State Goal	1,6,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 9 - 12

Title:
Group size: entire class
Materials: see resources

Procedure(s):

- students read a variety of tales featuring Zeus and his "love affairs".
- research "mother goddess" primitive tales of Greece, especially.
- Discuss common elements of Zeus love tales.
- Discuss historical basis of invasion of Greek mainland from Central Asia and assimilation of nomadic "sky" god with "earth" goddess. Discuss
- cultures of localized native Greek communities.
- discuss assimilation proceeds in regard to myths in general.
- discuss man-woman and family relationships inherent in each tale and all these tales and compare with family relationships in real life.

Suggested Monitoring Procedures

Possible Resources

Greek Mythology
Anthologies

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that many cultures share the same myths because of similar needs and concerns. B. The student knows that legend, (e. g., King Arthur and the Knights of the Round Table) is a story or collection of stories handed down through oral tradition and popularly regarded as history. C. The student is able to relate myths to current human concerns. D. The student is able to relate myths of one culture to another.

State Goal	1,6,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 9 - 12

Title: Search for Immortality
Group size: entire class
Materials:

Procedure(s):

- Have students read several myths and legends concerned with the search for immortality
- Discuss immortality as a goal in myths and legends and folklore. Review the search for physical immortality (e.g. fountain of youth, Egyptian embalming and ritual, suspended animation and cryogenics, etc.)
- Emphasize that realistically, most people search for immortality through their work, and achievements which will live on after their personal deaths. In this sense, immortality means being remembered by future generations.
- Have students write a paragraph stating what accomplishments they would most like to be remembered for.
- Read paragraphs aloud, anonymously, to the class and identify group goals expressed, to determine which are most universal.
- Compare class goals with objectives in myths and legends.
- Have students imagine a world without death. What benefits and problems could they foresee?
- Have them consider their life and feelings at the present time. If they could live for 300 years, how do they think they would feel?

Suggested Monitoring Procedures

Possible Resources

Trout, Lawana, Myth, A Scholastic Literature Unit, Series 4100, Scholastic Book Services, New York, 1975.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
. at the end of that time. What would they have accomplished; what problems would they have. . If they could stop the aging process at any time in their lifespan, what age would they choose and why.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that writers frequently make mythological references to clarify and give meaning to their texts. B. The student is able to relate myths to current human concerns. The student values myths and legends as insights into universal concerns of men.

Related Area(s)

State Goal	1,6,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 9-12

Title: Myths in our Lives
Group size: Individual
Materials:

Procedure(s):

- Have students maintain a continuing lookout for mythological characters, names and concepts in daily life and keep a list of each contact they notice.

  Example:

  Apollo missions to the moon, names of planets, football player injures Achilles tendon, a rock group records a new version of "John Henry", "Mother Nature" doesn't like being fooled with margarine, etc.
- Students should also keep a list of English usage words they encounter which originated in mythology. Record the sentences in which they encountered the word, and give the mythological origin

  Example:

  titanic (from Titans)
  panic (from Pan)
- Have students annotate literary references to the mythology that they encounter.

Suggested Monitoring Procedures

Once a week the teacher should ask the students to read several of the items from their lists.

At end of course, semester, or year, have students count up how many such references they have. (Even teachers might be surprised at how many references to mythology we live with.)

Possible Resources

Myers, Catherine T., and Myers, Franklin G., The Heroic Spirit, Expository Writing, Prentice Hall, Inc., Englewood. N. J., 1978.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS/LITERATURE

SPECIFIC AREA: Approaches to the Study of Literature

Literary Genre: Folktales, Fables, Parables, Tall Tales

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. that because people face many of the same challenges, similar folktales evolved at different times and places.	45/ 47	9-12					
. that folklore is the oral transmission of art forms (e.g., literature, music, crafts).	49/. 51						
. that fables teach a useful lesson about human nature and usually personify animals as characters.	51						
. that a parable is a simple, realistic story that illustrates a moral or religious lesson.	53						
. that the moral of a parable is implicit while the moral of the fable is explicit.	53						
. that the tall tale builds upon the exploits of a hero through exaggeration of his size, endurance, actions, speech and importance.	55						
. that people gain satisfaction from telling and listening to tall tales (e.g., entertainment and pride in people pitting super strength, power, knowledge and size against world forces).	55						
The student is able to:							
. identify major folktale motifs.	45/ 51						
. identify folktales as a means of expressing the values of a culture.	47/ 51						
. relate different versions of folktales to different cultures.	51/ 55						
. relate folktales, fables to current human concerns.	45/ 53						
The student values:							
. the insight folk literature provides into universal and every-day situations, values and concerns.	49						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that because people face many of the same challenges, similar folktales evolved at different times and places. B. The student is able to identify major folktale motifs. C. The student is able to relate folktales and fables to current human concerns.

State Goal 1,6

District Goal

Program Goal 6,4,9

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Universal Needs and Concerns

Group size: entire class, small groups

Materials:

Procedure(s):

- In small groups or entire class, have students consider and list the most pressing concerns they have experienced as individuals. (While myths also express universal concerns, folktales usually deal with more personal orientations and family relationships, rather than a status relative to the world and universe.)
- As folktales are read in class, have students keep a running list of which concerns are dealt with in each. Eventually a pattern should be loosely established and can lead to introduction and discussion of motifs.
- Discuss and/or have students write a paragraph discussing the relevance of these universal motifs to present day concerns.

Suggested Monitoring Procedures

Discuss motifs and what is meant by a motif - have students give examples.

Peruse the list of concerns and be prepared to expand the thinking of the group.

Possible Resources

Anthologies
Trade books on folktales and fables

District Resources

The previous numbered page in the original document was blank

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that because people face many of the same challenges, similar folktales evolved at different times and places. B. The student is able to identify folktales as a means of expressing the values of a culture. C. The student is able to relate folktales, fables to current human concerns.

State Goal 1,6

District Goal

Program Goal 4,6,9

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title:

Group size: entire class or groups.

Materials: assigned materials

Procedure(s):

- Discuss the fact that many folktales deal with the theme of the hero's proving himself and finding some reward. Have students read several of these initiation tales and make short oral reports to the class relating how the story dealt with passing a test and acquiring some mark of success as a result.

  Example:
  Alladdin, Gallant Tailor, Wise Griffon, Jack and the Beanstalk, etc.
- Have the class analyze elements and style common to this style of tale.
- Discuss why overcoming adult authority is symbolized by a difficult or dangerous task. Does society make it easy or difficult for a child to gain his independence? What are some reasons for that? In real life, what are some things young people must do to prove their adulthood?
- Have students individually, or in groups, write a modern version of this testing procedure and develop a story perhaps relating to a high school student hero.

Suggested Monitoring Procedures

Have students identify some examples of folktales that express the value of a culture

Possible Resources

Library books
Anthologies

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

99

100

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that folklore is the oral transmission of art forms (e. g., literature, music, crafts). The student values the insight folk literature provides into universal and every day situations, values and concerns.

Related Area(s)

State Goal	1,6
District Goal	
Program Goal	4,6,9

Suggested Activities: Grade(s) 9-12

Title: Storyteller
Group size: individual
Materials:

Procedure(s):

- Read a short folktale aloud to the students. Tell a short folktale, either the same one or a similar one.
- Have the class discuss the differences between written and oral storytelling. What are the procedures and "tricks" used in oral presentations.
- Have each student choose a folktale and read it several times. Then have the student practice (at home) telling the story until the student is confident enough to tell it to the class. Each student will become a "storyteller." Have the class discuss what it was like when most information was passed down through "oral tradition."

Suggested Monitoring Procedures

Caution - Teacher should be well prepared for this presentation.

Possible Resources

Pleasant de Spain, on TV Sunday morning at 9:00 am, Ch. 5, tells stories. One of the stories is printed the day before in Saturday's Seattle Times, Jr. Section.

Kottmeyer, William Fables and Folktales, Webster Division, McGraw-Hill Book Company. San Francisco, 1973.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that folklore is the oral transmission of art forms, e. g., literature, music, crafts. B. The student knows that fables teach a useful lesson about human nature and usually personify animals as characters. C. The student is able to identify major folktale motifs. D. The student is able to identify folktales as a means of expressing the values of a culture. E. The student is able to relate different versions of folktales to different cultures.

State Goal	1,6
District Goal	
Program Goal	4,6,9

Related Area(s)

Suggested Activities: Grade(s) 9 - 10

Title:
Group size: entire class
Materials:

Procedure(s):

- Students should read a selection of JC Harris' Brer Rabbit tales.
- Teacher or students investigate African background for Brer Rabbit tales (Anansi tales, etc).
- Discuss elements of these stories (humor, clever and stupid personalities, regional details)
- Compare these elements to traditional European fables such as Aesop stories.
- Discuss the differences, expecially emphasis on humor, and non-explicit morals.
- If desired, these stories can be discussed as sublimations of the slave-master system and covert rebellion, as well

Suggested Monitoring Procedures

Possible Resources

Anthologies
Aesop Fables

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Suggested Resources

Title: Fact or Fiction
Group size: entire class
Materials: worksheet

Procedure(s):

- Individually, have students gather as much information as they can find on beliefs, folklore, and customs relating to any specific process, event or object. Example: good and bad luck, astrology, cold remedies, etc.
- Have them attempt to gather information from different times, cultures and countries
- Try to determine if the custom described actually benefits the process, describes it accurately, perpetuates harmful misinformation, or is merely superstition.
- Try to establish how many, and to what extent, these customs are "alive" today.

Variation:

- Prepare a worksheet on some common beliefs, customs, mores. Have students survey three groups (1) parents, (2) peers, and (3) a community member to determine whether they believe the information, do not believe the information, or are undecided. Have students compare the results by groups and determine if there are any conclusions that can be drawn.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that fables teach a useful lesson about human nature and usually personify animals as characters. B. The student knows that a parable is a simple, realistic story that illustrates a moral or religious lesson. C. The student knows that the moral of a parable is implicit while the moral of the fable is explicit. The student is able to identify folktales as a means of expressing the values of a culture. D. The student is able to relate folktales, fables to current human cancerns.

Related Area(s)

State Goal	1,6
District Goal	
Program Goal	4,6,9

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: **Group size:** entire class **Materials:** see resources **Procedure(s):** . Have students read a variety of ancient and modern fables and parables. . Discuss characteristics of fables and parables. . Have students list several proverbs and morals then chose one and use it as a basis to write an original fable or parable.	Have students relate the difference in a fable and a parable. Have students specify the difference between a moral of a parable and of a fable.	Kittmeyer, William, et.al, Fables and Folktales, Webster Division, McGraw Hill Book Company, San Fransico, 1973 Anthologies Library books Bible
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows that the tall tale builds upon the exploits of a hero through exaggeration of his size, endurance, actions, speech and importance. B. The student knows that people gain satisfaction from telling and listening to tall tales. C. The student is able to relate different versions of folktales to different cultures.

State Goal	1,6
District Goal	
Program Goal	4,6,9

Related Area(s)

Suggested Activities: Grade(s) 9 - 10

Title:
Group size: entire class
Materials: see resources

Procedure(s):

- Students should read a selection of tall tales which include examples of occupational heroes (e. g., Joe Magarac, John Henry, Pecos Bill, etc.)
- Tales should be analyzed and discussed for elements common to all tall tales (exaggeration of size, endurance, etc.)
- Tales should then be analyzed and discussed for occupational and cultural details (e. g. Joe Magarac for eastern European customs, steel industry procedures, etc.)
- In western Washington, Paul Bunyan tales could be investigated in depth for development and changes as legend moved from eastern US to west coast, emphasizing geographical details.
- Students should be encouraged to try writing a tall tale, either adding a version to a known hero, or inventing their own (modern day Paul Bunyan, or Super Student of ______ high school).

Suggested Monitoring Procedures

Have students identify cultures with specific tall tales.

Possible Resources

Tall Tales Anthology

Library books about Pecos Bill, Paul Bunyan and Joe Magarac.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT ·

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to identify major folktale motifs.

B. The student is able to identify folktales as a means of expressing the values of a culture.

C. The student is able to relate different versions of folktales to different cultures.

State Goal 1, 6
District Goal
Program Goal 4,6,9

Related Area(s)

Suggested Activities: Grade(s) 9 - 10	Suggested Monitoring Procedures	Possible Resources
Title: **Group size:** entire class **Materials:** trade books, anthologies **Procedure(s):** • Students should read a variety of American folktales with emphasis on different types and content. • Analyze stories for types and content. • Establish patterns typical of American folklore --humor, emphasis on non-child heroes, ghost and devil stories, regional concentration, etc. • Discuss probable reasons for development of supernatural adult themes rather than "child" topics of most European Marchen (e.g. "recent development of American culture, shorter time for oral development of tales, greater sophistication of tale tellers, etc.)	Determine through class responses students who have read extensively in folktales and fables.	Trade books anthologies District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

119

120

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS/LITERATURE

SPECIFIC AREA: Approaches to the Study of Literature

Literary Genre: Drama

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. that drama probably began as a means of explaining religious ritual and doctrine. These plays were called mystery and miracle dramas.		9-12					
. that drama is classified as tragedy or comedy.	61						
. that a tragedy results in disintegration (disaster, death, disorder) following the unsuccessful moral struggle of the hero.	63						
. that comedy achieves integration through the happy, bloodless solution of a problem that has frustrated, embarrassed or distressed the characters.	65						
. that purpose, method and tone of comic forms such as satire, farce, and burlesque.	67						
. dramatic conventions (e.g., chorus masks of Greek Tragedy, dialogue in verse, direct address to audience, asides, soliloquy).							
. the characteristic physical elements (stage, lighting, props, costumes) of the ancient, Elizabethan, and modern theatre.	69						
. that there are various types of staging (arena, proscenium, thrust).	71						
. that a scene is a subdivision of an act, and that each scene consists of a unit of action in which there is no change of place or break in the continuity of time.	73						
The student is able to:							
. contrast tragedy and comedy in drama.	61/ 65						
. identify dramatic conventions, physical elements and staging as a result of watching drama.	71						
The student values:							
. the experience of theatre as entertainment.	69						
. the voice of the playwright as a critic of society past, present, and future, and as a commentator on personal relationships.	67						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that drama is classified as tragedy or comedy.

B. The student is able to contrast tragedy and comedy in drama.

State Goal 1,4

District Goal

Program Goal 3,4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Exposure to classifications of drama.

Group size: entire class

Materials: multiple copies of one-act plays. (Students each have one copy of at least four plays.)

Procedure(s):

. Pass out copies of the plays and have students read through them either silently or aloud.

. Discuss the plays -- compare and contrast characterization, mood, setting and finally purpose of the plays.

. Discuss classifications of drama:
a) tragedy
b) comedy
c) melodrama
d) social drama
e) farce
f) fantasy
g) folk play
h) allegory

Study each play and determine which play is suitable to each classification. Discuss reasons for fitting the plays into these categories.

. Have students select a scene from one of the plays and extend the work to a new interpretation e.g. comedy to farce or fantasy,etc.)

. Have students create improvisations which they present as melodrama, then as tragedy, folk plays, etc.

The previous numbered page in the original document was blank

Suggested Monitoring Procedures

Give students a worksheet with several classifications of drama and have them look up plays that will match each classification.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
- Students present as drama, improvisations taken from folk songs (as, "Frankie and Johnny", "Little Mohee.."). - Students present,as drama improvisations taken from poetry such as, Robert Forst's poems, Wordsworth's "Michael", or "The Idiot Boy", or Byron's "Prisoner of Chillon".		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that a tragedy results in disintegration (disaster, death, disorder) following the unsuccessful moral struggle of the hero.

State Goal	1,4
District Goal	
Program Goal	4,6,8

Related Area(s) History of drama - Mystery and miracle dramas; characteristic physical elements of ancient, Elizabethan, and modern theatre.

Suggested Activities: Grade(s) 10-11

Title: Teaching Macbeth
Group size: entire class
Materials: copies of Macbeth

Procedure(s):

- Lead discussion of Shakespear's life and times including a study of the history of drama in England (touch upon church tableaux, miracle plays, morality plays, building up to Renaissance drama).
- Compare staging to modern methods and stage types.
- Read and explicate the play in class. Assign reading for home study to be discussed the following class period. Discuss the plot and characterization.
- Examine the play as an example of tragedy. (See structure of Macbeth.)
- Talk about moral struggle - How was Macbeth "moral"?
- Reread the two sleep-walking scenes (Act II, Act V) to show the tragic downfall of Lady Macbeth.
- Discuss themes of darkness and gloom; the imagery of blood, sleep and time, etc.
- If tragedy is man's desire to find himself, how did Macbeth attempt his goal: Did he succeed?
- Discuss disaster (war, Malcolm's accession, Lady Macbeth's discontent, etc.) death (Duncan, Banquo, Lady Macbeth) and disorder (Macbeth's soliloquy).

Suggested Monitoring Procedures

A film or filmstrip of the Globe Theatre or a model of the Globe, is helpful here.

Teacher may require some line memorization and concentrate on meaning and significance of Shakespear's quotes.

Possible Resources

Various books of the life of Shakespear, plays of Shakespeare, anthologies of Elizabethan drama.

Recording of the play as done by the Old Vic Players.

District Resources

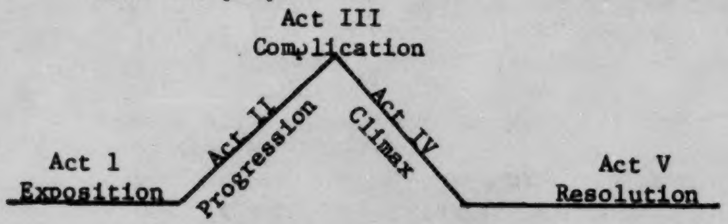
Suggested Activities: Grade(s) ______

Title: Structure of Macbeth
Group size: entire class
Materials: copies of Macbeth

Procedure(s):

Note: The project is undertaken as part of a unit on tragedy. It presupposes a detailed study of tragedy and the completion of the class's study of Macbeth. A study of Hamlet may also be done and the two plays and the two tragic heroes compared. The purpose of this lesson is to show that many dramatists operate under a rigid structure.

- Outline on the board the structure of a classical five act play.



- Go through the play and indicate by Act, Scene, or lines, the parts applicable to the outline presented.
- Show how the outline pattern intensifies the dramatic impact of the plays.
- A comparison can be made between "Hamlet"and "Macbeth".

Suggested Monitoring Procedures

Quiz students to determine if they meet the objectives. If not, use other examples to reteach the objective.

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that comedy achieves integration through the happy, bloodless solution of a problem that has frustrated, embarrassed, or distressed the characters. B. The student is able to contrast tragedy and comedy in drama.

State Goal	1,4
District Goal	
Program Goal	4,6,8

Related Area(s)

Suggested Activities: Grade(s) 9-11

Title: Comic Drama

Group size: entire class

Materials: None specifically, but a comedy must have been or will be studied as part of the class work. (Recommended to use with a study of a Shakespearean comedy.)

Procedure(s):

- . Read to the class from some easy form of comedy, as a joke book, or comic strips.
- . Discuss what makes people laugh. Arrange scale on chalkboard, from the bottom (the earthy joke) through those comic mishaps on center scale (coincidences, mistaken identities) to the comedy of manners on top.
- . Bring class to realize that comedy is associated with human beings--its agent is laughter!
- . Present comedy and tragedy in parallel form--contrasting the two (see next page).
- . Practice comic elements: Improvise comic scenes.
  1) A rigidity - a physical obstinancy, a failure to adapt,
  2) a mechanization of nature (as a person who is a toy in the hands of another),
  3) a repetition, advanced or reversed (as a mimic),
  4) an exaggeration of form or structure.
- . Discuss how the elements of comedy fit the comic drama that was read. (Shakespeare's comedies are good illustrations because they incorporate so many comic forms.)
- . Take a play and show how comedy could be intro-

Suggested Monitoring Procedures

Possible Resources

Potts, L. J., Comedy (London, Hutchinson's University Library #41)

District Resources

Tragedy and comedy are presented here in parallel; obviously, with traits so different and yet so similar, defining each neatly is not possible. One source suggested that tragedy and comedy meet at infinity; indeed, human experience would seem to corroborate this statement. In extremes of human suffering or joy, they become confused with each other.

TRAGEDY	VS.	COMEDY
1. Historically, tragedy emerges from sacrificial rite. (tragodia, the lamentation chanted over sacrificial offering at ancient rites to Dionysus)		1. Comedy emerges from the panance and revel following the sacrificial rite. (komos, the revel following Dionysian rites)
2. Tragedy begins the birth-death-resurrection struggle.		2. Comedy ends the struggle. It corresponds to the resurrection, from darkness into sunlight.
3. Tragedy works a purgation; a clensing, a catharsis.		3. Comedy cures folly with folly.
4. Tragedy assumes a closed structure.		4. Comedy remains an improvisation with a loose structure.
5. Tragedy moves from sin and suffering to calm of mind, often death.		5. Comedy moves from license to responsibility.
6. Tragedy is chiefly rooted in plot.		6. Comedy is chiefly rooted in character.
7. Tragedy deals with the unusual, but normal.		7. Comedy deals with the abnormal, but not unusual.
8. Tragedy appeals to the emotions.		8. Comedy appeals to the intellect; laughter is incompatible with emotions of sympathy,pity, or fear.
9. Tragedy concentrates on the action--the intentional.		9. Comedy concentrates on the gesture--the unintentional.
10. Tragedy involves the whole being.		10. Comedy concentrates on the attitudes, movements, and/or language part of a being, not on the whole being; on the unsociability in a person.
11. Tragic heroes learn by suffering which takes the form of death.		11. Comic heroes learn by suffering which takes the form of humiliation, discomfort,disappointment,chagrin.
12. Tragedy is the bastion of human self-respect against superhuman or unhuman forces pressing in upon mankind.		12. Comedy is the weapon against disintegration in human society; it is a great leveler.
13. Tragedy so completely incorporates vices and passions into the individual, that tragedies often become personifications and bears proper-noun title.		13. In comedy, the vice or frailty retains its identity, remains a character, so to speak. Comedies often fear the common-noun name of the frailty, itself.

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that purpose, method and tone of comic forms such as satire, farce, and burlesque. The student values the voice of the playwright as a critic of society past, present and future.

State Goal	1,4
District Goal	
Program Goal	4,6,8

Related Area(s) __________

Suggested Activities: Grade(s) 10-12	Suggested Monitoring Procedures	Possible Resources
Title: Arms and the Man Group size: entire class Materials: copies of Arms and the Man Procedure(s): . Distribute books. . Cast play from the class members. . Give a brief background about George Bernard Shaw including personal and political life, the times, Anglo-German rivalry, Colonialism and Imperialism, the importance of being heroic. . Distribute a list of topics for oral reports to be given after reading the play (which should include topics with reference to the satirical elements within the play). . Read Act I in class. (Read Tennyson's "Charge of the Light Brigade" in conjunction with Act I). . Take the following three days to finish the play. . Divide the class into groups to discuss topic ideas: 1) Realism vs. Romanticism, 2) Shaw's view of the military, 3) The idea of measuring social class by individual worth rather than by wealth or birth. . Groups should report findings to the entire class, supporting ideas by quotes from the play. . Comedy may be "Man's desire to lose himself-to become unimportant except as something wider and bigger than himself." How does this relate to Raina and to Bluntschli? How is Sergius's fate actually tragic as compared to the comedy of the other two?	Caution student not to read their own attitudes or perhaps disenchantment concerning war, into the play. (At that time, Shaw was revolutionary in his ideas.)	Everybody's Political What's What? by George Bernard Shaw, Dodd Mead & Co., 1947, Ch. XVII "The Military Man." District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

135

136

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows the characteristic physical elements (stage, lighting, props, costumes) of the ancient, Elizabethan, and modern theatre. The student values the experience of theatre as entertainment.

State Goal	1,4
District Goal	
Program Goal	4,6,8

Related Area(s)

Suggested Activities: Grade(s) 10-12

Title: Comparing theatres
Class size: individual, groups, depending on format.
Materials: paper, pens, wood nails, paint, misc. items.

Procedure(s):

- Depending on format and times the teacher can approach this lesson in one of many ways. In all cases, however, the teacher should explain to the class the characteristics of ancient, Elizabethan, and modern theatre. Have the class discuss a scene in a play they have studied (could be from Shakespeare, O'Neil, Chekhov, Williams, Miller, etc.) and have them visualize how that scene would be done in:
    - a) An ancient theatre,
    - b) Elizabethan theatre,
    - c) modern theatre.
- Then have the class
    - a) individually write a paper discussing and analyzing the differences, or
    - b) draw diagrams or pictures of the differences, individually, or
    - c) in groups of 5-7, construct a miniature theatre to present to the class of one of the three types, or
    - d) individually or in groups construct all three types of theatres in miniature.

Note: In all cases, students should deal with all physical elements.

Suggested Monitoring Procedures

Quiz students on some of the characteristics of the ancient, Elizabethan, and modern theatre or have them contrast the characteristics.

Possible Resources

District Resources

uggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources
139		140

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that there are various types of staging (arena, proscenium, thrust). The student is able to identify dramatic conventions, physical elements and staging as a result of watching drama.

State Goal 1,4

District Goal

Program Goal 3,4

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Stage the Stage **Class size:** entire class **Materials:** Pictures **Procedure(s):** . Lecture to the class on the different types of stages such as arena, proscenium and thrust. Show pictures of the various types and point out the kind of productions that are appropriate for each one. . Ask students if they can give examples of various types of stages that they have encountered in their lives.	Teacher observation of student responses.	
Title: Visit the Stage **Class size:** entire class **Materials:** **Procedure(s):** . Visit various parts of your school to determine how a play could be performed in a particular area. **Example:** Most gyms could be used as an arena stage and most classrooms could be arranged for a proscenium stage. Thrust stages might be harder to find. Discuss the architecture and decide how each could be changed to accommodate other types of theatres. **Variation:** . Arrange for a visit to several types of stages in a city	Plan areas for class to visit, act as discussion leader, and promote ideas.	District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that a scene is a subdivision of an act, and that each scene consists of a unit of action in which there is no change of place or break in the continuity of time.

State Goal 1.4

District Goal

Program Goal 3.4

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Setting the scenes **Class size:** entire class **Materials:** worksheet **Procedure(s):** . Explain to the class about the importance of the setting to a play and how that setting is stressed in the subdivision of scenes within an act. Then explain that acts can change the setting in both the time and place. . On a worksheet, enumerate several subdivisions of famous plays to show how each scene occurs in a particular time and place. . Read a play in class, noting these facts.	Act as class discussion leader, provide students with worksheets and act as guide through reading of play.	
		District Resources
145		146

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
147		District Resources
		148

SMALL SCHOOLS PROJECT

SUBJECT: LITERATURE

SPECIFIC AREA: Approaches to the Study of Literature

Literary Genre: Biography

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. that a biography is the history of an individual's life which provides a particular perspective on the individual's personality, milieu and work.	77/79						
. that an autobiography is written by the subject about himself for publication.	83						
. that biographies give information and insight into an individual's life or period in history.	81						
. that the biographer's point of view toward the subject influences the validity of the work.	82						
The student is able to:							
. gain information and insight into an individuals life or period in history by reading biographies.	77						
The student values:							
. biographies for the insight and information they can give on an individual's life or period in history.	77						

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that a biography is a history of an individual's life which provides a particular perspective on the individual's personality, milieu and work.

B. The student knows that biographies give information and insight into an individual's life or period in history.

State Goal	1,4
District Goal	
Program Goal	4,5,6

Related Area(s) Written Expression

Suggested Activities: Grade(s) 9-12

Title: Family Tree
Group size: individual
Materials: paper and pencil

Procedure(s):

. Discuss the definition of a biography with students. Ask them questions such as the following:
  - What are some interesting things to know about people?
  - Can you give some examples of how biographies have helped you understand some famous people? (e.g., famous historical figures, stage personalities, inventors, athletes.)

. Ask students how they think biographers obtain information needed to write a biography? (interviews, research)

. Ask students if they were to conduct an interview, what kinds of questions they would ask. List the questions and, as a class, select the best ones.

. Have students question their parents to discover as much as they can about their ancestors.

. Have students choose one ancestor to write a biography about.

Note: If students have any difficulty at this point, suggest they make up an ancestor to write about.

. Have students collect as much information as possible and then begin the writing process. (See Written Expression.)

Suggested Monitoring Procedures

Possible Resources

It's Your Life, Franklin Myers, Prentice Hall, 1978.

District Resources

The previous numbered page in the original document was blank

uggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that a biography is the history of an individual's life which provides a particular perspective on the individual's personality, milieu and work.

B. The student knows that the biographer's point of view toward the subject influences the validity of the work.

Related Area(s) Written Expression

State Goal	1,4
District Goal	
Program Goal	4,5,6

Suggested Activities: Grade(s) 9-12

Title: Writing A Biography
Group size: individual/pairs
Materials: paper and pencils

Procedure(s):

- Discuss the definition of a biography with students. Ask them questions such as the following:
  - What are some interesting things to know about people?
  - Can you give some examples of how biographies have helped you understand some famous people? (e.g., famous historical figures, stage personalities, inventors, athletes.)
- Ask students how they think biographers obtain information needed to write a biography? (interviews, research)
- Ask students if they were to conduct an interview, what kinds of questions they would ask. List the questions and, as a class, select the best ones.
- Have students pair off and use the questions to conduct a personal interview, taking notes of the answers.
- Have students use the notes to begin the writing process. (See written expression.)
- Advise the writers not to show the other person the biography until completed.

Variation:

- After finishing the biography, have students write an autobiography.
- Compare the two sketches noting the differences.

Suggested Monitoring Procedures

Discuss with students how an author's point of view can influence the validity of the work. Have them indicate some examples, if possible, from their own reading.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
156		District Resources 157

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that biographies give information and insight into an individual's life or period in history.

State Goal 1,4
District Goal
Program Goal 4,5,6

Related Area(s) Speaking: Written Expression

Suggested Activities: Grade(s) 9-12

Title: Reading a Biography
Group size: individual
Materials: several short biographies or biographical sketches

Procedure(s):

- Have students choose a historical person to research and read a biography or an autobiography on the person.
- Have students research the political and social climate of the period in which the person lived.
- From the research have students prepare a report or speech on the person, and the times, discussing how the times influenced the person and/or how the person influenced the times.

158

Suggested Monitoring Procedures

Possible Resources

Kieszak, Kenneth, Turning Point, A Collection of Short Biographies, Learning Trends, Globe Book Co., 1973.
Contains biographies on such people as Buffy Sainte-Marie, Mario Andretti, Golda Meier, and Arthur Ashe.

District Resources

159

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

160

161

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that the biographer's point of view toward the subject influences the validity of the work. B. The student knows that an autobiography is written by the subject about him/herself for publication.

State Goal	1,4
District Goal	
Program Goal	4,5,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Biography - Point of View
Group size: individual, large group
Materials: chalkboard, biographies, autobiographies

Procedure(s):

- Have students read excerpts or short autobiographies (see resources).
- Have students write down differences in point of view found in each type.
- Compile the differences and list on the chalkboard.
- Discuss the biographer's point of view and how it influences the validity of his/her work.

Variation(s):

- Use an autobiography and a biography about the same person. Compare the differences/similarities. If excerpts are used, choose sections dealing with the same period of the person's life.

Suggested Monitoring Procedures

Have students enumerate differences between a biography and an autobiography.

Possible Resources

Clements, Zacharie, and Leon Burrell, Profiles, A Collection of Short Biographies, Learning Trends, Globe Book Co., NY, 1975. Contains biographies on such people as Pancho Gonzales, Boris Karloff and Mary Bethune

Kieszak, Kenneth, Turning Point, A Collection of Short Biographies, Learning Trends, Globe Book Co., 1973.
Contains biographies on such people as Buffy Sainte-Marie, Mario Andretti, Golda Meier and Arthur Ashe.

District Resources

uggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LITERATURE

SPECIFIC AREA: Approaches to the Study of Literature

Literary Genre: Essay

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. that the essay is a short literary composition on a single subject, usually presenting the views of the author.	87	9-12					
. that the formal essay is a brief prose work in which the author writes as an authority on a subject, presents arguments in an orderly and systematic fashion, and employs a dignified and impersonal tone.	89						
. that the informal essay is a brief prose work in which the author employs a relaxed, humorous, and often whimsical tone.	93						
. that informal essays may be classified according to the author's purpose: descriptive, humorous, critical, satirical, persuasive, instructive, reflective.	91						
The student is able to:							
. recognize the essay as a literary form where the author states his opinion on a topic.	87						
The student values:							
. the essay as a source of information and personal opinion.	91						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows that the essay is a short literary composition on a single subject, usually presenting the views of the author. B. The student is able to recognize the essay as a literary form where the author states his/her opinion on a topic.

State Goal	1, 10
District Goal	
Program Goal	4,5,6

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Try Your Hand At It **Group size:** individual **Materials:** formal and informal essays **Procedure(s):** • The students will read an essay, identify the author's opinion and write his/her reaction to the author's opinion. **Variation:** • After identifying the topic of the essay, the student writes a 300-500 word essay using the same topic but expressing own opinion.	Peruse written responses and reteach students who do not grasp the objectives.	Daigon, Arthur and Rozanne M. Norko, Food for Thought, Prentice Hall, N. J., 1977. (Contains many contemporary essays by such people as Margaret Mead, James Nerriot, and William Faulkner.)
		District Resources

the previous numbered page in the original document was blank

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

169

170

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows that the formal essay is a brief prose work in which the author writes as an authority on a subject, presents arguments in an orderly and systematic fashion, and employs a dignified and impersonal tone. B. The student knows that the informal essay is a brief prose work in which the author employs a relaxed, humorous, and often whimsical tone.

State Goal	1, 10
District Goal	
Program Goal	4,5,6

Related Area(s) Written Expression: Outlining

Suggested Activities: Grade(s) 10 - 12

Title: Can You Name It?
Group size: individual
Materials: several essays, formal and informal

Procedure(s):

- After a teacher presentation of the basic elements of formal and informal essays, distribute the essays.
- Students will read and decide if each essay is formal or informal.
- Students must be able to support their answers.
- Discuss.

Title: Formal Essays
Group size: individual
Materials: formal essay

Procedure(s):

- Students will read and outline the formal essay, noting the systematic and orderly form the author employed.

Variation:

- This may also be done with an informal essay.

Suggested Monitoring Procedures

Teacher will lead discussion on each essay.

Possible Resources

Conlin, Mary Lou, Essay Test Module: Concepts of Communication Writing, Houghton Mifflin Co., Boston, 1975.

District Resources

Suggested Activities: Grade(s) ______

Title: Identify It
Group size: individual
Materials: examples of different genres

Procedure(s):

- Provide students with a basic knowledge of the contents of informal and formal essays.
- Have the students read examples of a formal and an informal essay, a short story, and an editorial.
- Have the student identify the formal and informal essays with supporting evidence.

Suggested Monitoring Procedures

Suggested Resources

District Resources

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows that informal essays may be classified according to the author's purpose: descriptive, humorous, critical, satirical, persuasive, instructive, reflective. B. The student values the essay as a source of information and personal opinion.

State Goal 1, 10
District Goal
Program Goal 4,5,6

Related Area(s) Literature/Analysis of Literature: Author's Use of Language

Suggested Activities: Grade(s) 10 - 12

Title: The Purpose of an Essay
Group size: individual, large group
Materials: essays with different purposes: descriptive, humorous, critical, satirical, persuasive, instructive, reflective

Procedure(s):

- Have student read the various essays provided.
- Selecting from the purposes on the board and using their notes, students will identify the purpose of each essay.
- Have students support their decision with concrete examples and reasons.
- Discuss the essays and the purposes.

Variation(s):

- More capable students may select a purpose and an appropriate subject for the purpose and write an essay of 300 - 500 words.

Suggested Monitoring Procedures

The teacher will write the purpose of each essay on the chalkboard in a random manner.

The teacher will direct the discussion.

Possible Resources

Daigon, Arthur and Rozanne M Norko, Food for Thought, Prentice Hall, N. J. 1977. (Contains many contemporary essays by such people as Bill Cosby, Margaret Mead and William Faulkner.)

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

177

178

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) The student knows that the informal essay is a brief prose work in which the author employs a relaxed, humorous, and often whimsical tone.

State Goal	1,10
District Goal	
Program Goal	4,5,6

Related Area(s) Written Expression: Expository Writing

Suggested Activities: Grade(s) 10 - 12

Title: You Try It
Group size: individual
Materials: samples of informal essays

Procedure(s):

- After the student has the knowledge of the basics of informal essays and has had experience reading several informal essays, the student will write an informal essay of 300-500 words.
- The student will choose one main idea and present it using a relaxed and humorous tone. Note: This activity will help the student appreciate the informal essay.

Suggested Monitoring Procedures

Possible Resources

Conlin, Mary Lou, Essay - Test Module: Concepts of Communication Writing, Houghton Mifflin Co., Boston, 1975.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS/LITERATURE

SPECIFIC AREA: Approaches to the Study of Literature

Literary Genre: Poetry

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. that poetry has been intrinsic in all civilizations as an expression of love (friendship, nature), a source of amusement (storytelling, songs, nursery rhymes) and an outlet for social and political commentary and criticism.	97	9-12					
. that poetry is heightened speech emphasizing sound, imagery and tone to give a more instant, sensory response than does prose.	99						
. that the basic structure of poetry is the line, and various groupings of lines form stanzas (couplets, triplets, quatrains, etc.).	101						
. that the sound of a poem comes from its rhyme scheme, its metrical pattern and its use of alliteration and onomatopoeia.	105						
. that rhyme scheme is the pattern of repetition of sounds at the end of the lines.	107						
. that meter in poetry refers to the pattern of accented and unaccented syllables within a line.	103						
. that alliteration is the repetition of initial consonants.	105						
. that onomatopoeia is the use of sound of a word that imitates or resembles what it stands for or describes.	109						
. that imagery is the sensory suggestions the poem creates through use of diction, metaphor, and simile.	111						
. that diction is the choice and use of words.	113						
. that metaphor is a figure of speech in which something is named or described to show the likeness between the two things.	117						
. . that simile is a figure of speech in which unlike things are compared, in a phrase introduced by like or as.	115						
. that tone is the attitude revealed by the poet toward the subject.	119						
. that personification is the giving of human qualities to animate or inanimate objects.	121						
. that symbolism is the use of an object or action to represent something else.	123						
. that blank verse is unrhymed, iambic pentameter.	127						
. that free verse is characterized by much rhythmic variation, unusual stanzaic forms and either absense of rhyme or loose rhyme patterns.	127						
. that the form of a poem is compatible with and indicative of its subject matter and spirit.	127						

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS/LITERATURE

SPECIFIC AREA: Approaches to the Study of Literature

Literary Genre: Poetry (Continued)

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows: (Continued)							
. that a folk ballad tells a story handed down orally through dialogue and action, and frequently uses the stanza form, refrain, and stock descriptive phrases.	129	9-12					
. that an epic is a long narrative poem about the deeds of a traditional heroic figure and reflects the ideals and values of the society which produced it.	131						
. that the narrative is a poem that tells a story and thus has the characteristics of a story.	131						
. that a lyric is a poem which expresses the poet's emotions or sentiments rather than simply telling external events.	133						
. that a sonnet is a poem of fourteen lines in any of several fixed verse and rhyme schemes, typically in rhymed iambic pentameter, which characteristically expresses a single theme.	135						
. that an ode is a poem written in commeration of a great person or deed.	137						
. that an elegy is a poem written posthumously in praise of one deceased.	139						
. that a limerick is a nonsense poem of five lines with a metrical foot consisting of two short syllables followed by a long one, or two unaccented syllables followed by an accented one.	141						
. that Haiku is a major form of Japanese verse which has seventeen syllables, employs highly evocative allusions and comparisons, and creates a single image.	143						
The student is able to:							
. identify the elements that give a poem sound.	145						
. identify the imagery in a poem.	117						
. identify words and phrases that appeal to the senses.	145						
. identify the author's tone, theme and symbolism.	119						
. identify a given poem by type.	143						
The student values:							
. poetry as a creative expression.	131						
. the sounds, patterns, and structure of poetry.	135						
. enjoyment obtained through poetry.	147						
. the skills involved in crafting a fine poem.	147						
. poetry read aloud.							
. the variety of unique ways in which language is used in poetry.	127						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that poetry has been intrinsic in all civilizations as an expression of love (friendship, nature), a source of amusement (storytelling songs, nursery rhymes) and an outlet for social and political commentary and criticism.

State Goal 1,4,5

District Goal

Program Goal 4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12	**Suggested Monitoring Procedures**	**Possible Resources**
Title: Poetry Past and Present Group size: class Materials: selected poems on worksheets Procedure(s): . Distribute worksheets of poems from different ages and nations but written on a common theme such as love, death, friendship, patriotism, nature. . Read the poems aloud. . In the discussion following the reading, suggest that people have always used language artistically to express their most vital thoughts and feelings.	Listen to student's responses as to how they feel about poetry in general and the specific poems you chose to discuss.	Daigon, Arthur; Schmitt, Mimi Beginnings and Endings, Prentice Hall, Inc., Englewood Cliffs, NJ, 1977. Daigon, Arthur; Goba, Ronald J., The Heart of the Matter, Prentice Hall, Inc., 1977. **District Resources**

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that poetry is heightened speech emphasizing sound, imagery, and tone to give a more instant, sensory response to the reader than does prose.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title: Poetry/Prose Comparison
Group size: entire class
Materials: a ballad

Procedure(s):

- Select a ballad you particularly like or one from your anthology.
- Read the ballad aloud.
- Students write a prose composition telling the same story that is in the poem.
- After students have finished rewriting the ballad in prose, reread the ballad to the class.
- Discuss with the class the differences between the two forms. Include in your discussion: length, effectiveness, diction, appropriateness to the subject, limitations of each form.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that the sound of a poem comes from its rhyme scheme, metrical pattern, and use of alliteration, assonance, consonance, and onomatopoeia. B. The student knows that meter in poetry refers to the accented and unaccented syllables within a line.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title: Rhythm and the Blues
Group size: entire class
Materials: A record that uses strong rhythm, such as "Cecilia", by Simon and Garfunkle; a poem, "Stopping by Woods", by Robert Frost; and a limerick.

Procedure(s):

- Discussion: Rhythm makes a poem physical; it makes our body respond to the movement of ideas and images. Rhythm can be determined in many ways, one of which is the meter of each line-i.e., the pattern and number of stressed syllables per line. Each single syllable noun is stressed: house, horse, cup, time. Articles such as a, and, and the, and prepositions such as with, to, etc. usually are not. Stressed and unstressed syllables placed together to form word phrases become metrical patterns. In unstressed syllables the vowel sounds are less pronounced.
- Play "Cecilia" or another song. Have students clap out the rhythm.
- Write the limerick on the board and show the accented and non-accented words.

There was a young lady of Niger,
Who smiled as she rode on a tiger.
They returned from the ride
With the lady inside,
And the smile on the face of the tiger.

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

- Write Robert Frost's poem on the board.
- Have the students copy it and put in the accent marks.
- Ask a student to volunteer to place the accent marks on the board.
- Discussion.

Stopping by Woods by Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

- You may wish to discuss the names of the types of metrical feet.

iamb (◡/) unstressed syllable followed by a stressed

when I/ have fears/ that I/ may cease/ to be

anapest (◡◡/) two unstressed followed by a stressed.

O my dar/ling my dar/ling my life/and my bride.

trachee (/◡) stressed followed by unstressed

Tell me/not in/mournful/numbers.

dartyl (/◡◡) stressed followed by two unstressed

Cannon to/right of them

In almost all regular poetry one type will prevail though most poets make use of a variety within a given framework.

195

District Resources

196

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that meter in a poem refers to the pattern of accented and unaccented syllables within a line.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Stress
Group size: entire class
Materials: "Mending Wall" by Robert Frost written on board (first verse)

Procedure(s):

- Refer to the previous activity on meter.
- Discussion: each poem line is divided into feet depending for number on how many stresses there are.
  Monometer, 1 stress. Tetrameter, 4 stresses.
  Dimeter, 2 stresses. Pentameter, 5 stresses.
  Trimeter, 3 stresses. Hexameter, 6 stresses.
  The pattern and number of stressed syllables describes the poetic line. If the pattern is /∪ (tyrochaic) with three stresses the description is trochaic trimeter.
- Write on board ∪∪/∪∪/∪∪/∪∪/∪∪/
- Ask students to identify. (anapestic pentameter)
- Ask the class to scan "Mending Wall".

Suggested Monitoring Procedures

Listen to student responses to see if they understand the concepts. Try to elicit a variety of people's responses. You can have students scan a poem as individuals if you want to assess retention. This may be done on the board as well as on individual worksheets.

Possible Resources

Swanson, James W., Creative Writing: The Whole Kit and Caboodle, EMC Corporation, St. Paul, Minn., 1978.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
199		200

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that the sound of a poem comes from its rhyme scheme, its metrical pattern and its use of alliteration and onomatopeia. B. The student knows that alliteration is the repetition of initial consonants. C. The student is able to identify the elements that give a poem sound.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s) __________

Suggested Activities: Grade(s) 9-12

Title: Pretty Poems
Group size: entire class, then individual
Materials: poems using assonance or alliteration.

Procedure(s):

- Read aloud poetry sample.
- Discuss assonance or alliteration used.
- Alliteration is the use of like consonant sounds at the beginning of stressed syllables, e.g., slimy snake.
- Assonance is the repetition of like vowel sounds in stressed syllables, e.g., lake, bake.
- Write a one line example of each on board; e.g., Hordes of hungry honkers descended on the wheat field. The owl hooted ominously in the moonlight.
- For each of the consonants below have students write a sentence based on alliteration of that consonant.
  (1) L
  (2) B
  (3) R
  (4) M
  (5) K
  (6) T
- Read the student's sentences aloud and listen to their differences in sound.
- Discuss what mood they might wish to describe using a K sound in a poem? an L sound? an R sound?

(over)

Suggested Monitoring Procedures

Listen to sentences containing alliteration. Collect poems which have alliteration. Read poems aloud in class. Make a list on the board of alliterative phrases.

Possible Resources

Swanson, James W. Creative Writing: The Whole Kit and Caboodle. EMC Corporation, St. Paul, Minn., 1978.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
. Have students write a short poem of five or six lines using one consonant sound as the base. Try to space that sound so that the poem doesn't become monotonous. Also be certain that the mood is appropriate for the consonant you've chosen.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that rhyme scheme is the pattern of repetition of sounds at the end of the lines. B. The student is able to identify the elements that give a poem sound.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Music to My Ears
Group size: entire class
Materials: Poem on a worksheet or on the board.

Procedure(s):

. Discuss the idea that every poem has its music, its sound. There are many different ways of making music and one of them is using end rhyme, the repetition of vowel and consonant sounds at the end of a word.

. Read the following poem aloud from the board or worksheet.

Steam Shovel
by Charles Malam

The dinosaurs are not all dead.
I saw one raise its iron head
To watch me walking down the road
Beyond our house today.
Its jaws were dipping with a load
of earth and grass that it had cropped.
It must have heard me where I stopped.
Snorted white steam my way,
And stretched its long neck out to see,
and chewed, and grinned quite amiably.

(over)

Suggested Monitoring Procedures

Correct the answers given orally to student's rhyme notations.

Possible Resources

Insights Themes in Literature, Webster Division, McGraw Hill, New York, 1979.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
. Discuss identifying rhyme scheme by marking a letter for each line. Lines that rhyme get the same letter. The rhyme scheme for "Steam Shovel" is: aabcbddcee. . Have the students select another poem from their anthologies and write the rhyme scheme on a piece of paper. . Students may read their selection aloud and note the rhyme scheme. . Discuss answers.		
		District Resources

207

208

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that onomatopoeia is the use of the sound of a word that imitates or resembles what it stands for or describes. B. The student is able to identify the elements that give a poem sound.

State Goal 1,4,5

District Goal

Program Goal 4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Sounds Good to Me

Group size: entire class

Materials: list of subjects, poems using onomatopoeia: "The Auto Wreck", Carl Shapiro; "The Bells", Edgar Allan Poe.

Procedure(s):

- Write definition of onomatopoeia on board: Onomatopoeia is the musical effect of using words that sound like what they mean.
- Read aloud a poem selected and discuss which words are onomatopoetic.
- Write a list of words on the board and solicit oral responses for examples of onomatopoeia: (1) wings (2) ambulance (3) engine (4) fountain (5) house at night, e.g., The wings whirred and flapped in flight.
- Have students think of a particular scene they have been in and describe the scene in four or five lines using onomatopoetic language.

Suggested Monitoring Procedures

Discuss the students own lines to see if they understand the term "onomatopoeia".

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

211

212

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that imagery is the sensory suggestions the poem creates through the use of diction, metaphor, and simile. B. The student knows that metaphor is a figure of speech in which something is named or described to show the likeness between the two things. C. The student is able to identify imagery in a poem.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s) __________

Suggested Activities: Grade(s) 9-12

Title: The Metaphor Game
Group size: entire class
Materials: List on the board

Procedure(s):

- Discuss the definition of a metaphor. Definition: comparisons which point out similarities between two seemingly unlike things. A metaphor either states that one thing is another or implies that. Example: Love is a star to every wandering bard.
- Write all or some of the following categories on the board: cars, bodies of water, flowers, sports, beverages, trees, states, weather types, fabrics, seasons, foods.
- Have each student write the list on his own piece of paper.
- After each category on the list, the student writes specifically what he feels he most closely resembles in that category. Example: The kind of car he most closely resembles might be a V.W. Make sure there is no discussion or looking on each others' papers.
- Ask for a volunteer to leave the room. While that person is out, the class decides by concensus what they feel the student in the hall most closely resembles for each category.
- Keep the discussion positive, and encourage students to use legitimate reasons for comparisons.
- The volunteer comes in from the hall and comparisons are made of the two lists.

Suggested Monitoring Procedures

Encourage the students to have a good time but not be cruel in their answers.

Possible Resources

Stephanie Gray, Teaching Poetry Today, J. Weston Walch Publisher, Portland, Main, 1976.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

215

216

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that imagery is the sensory suggestions the poem creates through use of diction, metaphor, and simile. B. The student knows that diction is the choice and use of words. C. The student can identify the imagery in a poem.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Poetic Diction
Group size: entire class
Materials: Two poems
Formal diction: "My Heart Leaps Up"
by W. Wordsworth
Informal: "The Ostrich" by Ogden Nash

The ostrich roams the great Sahara.
Its mouth is wide, its neck is narra.
It has such long and lofty legs;
I'm glad it sits to lay its eggs.

Procedure(s):

- Diction is the apt selection of the word for the particular meaning to be conveyed.
- There are at least four levels of usage of words: the formal, the informal, the colloquial, and slang. Almost any language is used in modern poetry if it is appropriate for the subject or the speaker.
- Read aloud two poetry selections.
- Discuss the fact that some poets felt poetry demanded the use of words not in common use or an artificial arrangement of them. Compare the language in the two poems.

Suggested Monitoring Procedures

Encourage students to be aware of differences in diction. It might be helpful to give examples of different levels of diction and have students try to add to the list.

Possible Resources

Thrall, Hibbard and Holman, A Handbook to Literature, Odyssey Press, N.Y., 1960.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

219

220

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that a metaphor is a figure of speech in which something is named or described to show the likeness between the two things. B. The student knows that a simile is a figure of speech in which unlike things are compared in a phrase introduced by like or as.

Related Area(s)

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Suggested Activities: Grade(s) 9-12

Title: Making Similes and Metaphors
Group size: individual
Materials:

Procedure(s):

- Discuss definitions of similes and metaphors.
  Simile: comparing two things using the words like or as.
  Metaphor: comparing two things by saying one thing is another.
- Write a list of six concrete nouns on the board, e.g., paint brush, pop bottles, magazine, spoon, canoe, mosquito.
- Ask students to develop in a sentence a simile and a metaphor for each of the six nouns. They may use the nouns in any part of the sentence.
- Write one example on the board, e.g., simile - Like garbage cans the children swallowed every scrap of food.
  Metaphor - Garbage cans open their rusty mouths to the rain.

Suggested Monitoring Procedures

Have students read their comparisons aloud and discuss whether there are legitimate similar qualities or if the comparison is stretching too far.

Possible Resources

Swanson, James W., The Whole Kit and Caboodle, EMC Corp., St. Paul, Minn., 1978.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

223

224

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that metaphor is a figure of speech in which something is named or described to show the likeness between two things. B. The student is able to identify the imagery in a poem.

State Goal 1,4,5

District Goal

Program Goal 4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Writing a Poem Based on a Metaphor
Group size: individual
Materials:

Procedure(s):

. Write the following directions on the board:

1. Focus on an image of some object or scene which you can imagine clearly. Describe this image briefly in words which sound well together.
2. Think about what this image reminds you of - to what you might compare it. Write another image which will communicate the comparison you thought of.
3. Show the basis for the comparison you have made by indicating some way(s) in which the first and second image are alike.
4. Decide how you feel about the object or scene you are writing about. Indicate your own feelings about it in a line or two.

Sample:

Water beetles skimming the still surface of the water
Like tiny skaters gliding round a rink.
Just one small push of their feet easing them forward until
They are dizzy with motion--
Me, I have always kept
My feet on the ground.

Suggested Monitoring Procedures

Collect poems and read them aloud or have students read their own if they will volunteer. Discuss the legitimacy of the comparison.

Possible Resources

Gray, Stephanie, Teaching Poetry Today, J. Weston Walch Co., Portland, Me. 1976.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that tone is the attitude revealed by the poet toward the subject. B. The student is able to identify the author's tone, theme, and symbolism.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Love
Group size: entire class, individual
Materials: Three poems on the same theme but with different tones

Procedure(s):

- Hand out three poems - some examples might be
  "If Thou Must Love Me" by Elizabeth B. Browning (serious)
  "One Perfect Rose" by Dorothy Parker (ironic sarcasm)
  "Those Winter Sundays" by Robert Hayden (regretful)
- Discuss the definition of tone.
- On a slip of paper have students identify each poem's tone.
- A list of possible tones may be helpful to the student for this exercise.
- Reversing this procedure students might be given a list of different tones and be asked to supply from their text the title of a poem to match each tone.
- Discuss the tones of poems given.
- Discuss students selection of poems to see if they match the tone.

229

Suggested Monitoring Procedures

During the discussion on tone, make sure each student understands the differing tones.

Have the students read one of their poem selections aloud and ask them to discuss the tone represented.

Possible Resources

District Resources

230

Suggested Activities: Grade(s) ______

Title: Tone
Group size: entire class and individual
Materials: Poems with obvious tones

Procedure(s):

- Discuss definition of tone.
  Definition: The poet's attitude toward his subject is the tone. This attitude, revealed primarily by the poets choice of words and comparisons to describe the poets subject or express his or her feelings, may shift or remain constant throughout the poem.
- Verbally give several statements where you change the tone although the words remain relatively the same, and have the students identify the tone.
  Example: Don't you ever do that again. (angry)
  Please don't do that. (pleading)
  Oh, oh, you'd better not do that. (warning)
- Give students some exerpts from some poems that have a clearly indicated tone, and have them identify them. Discuss the answers as a class.
  Examples:
  "The 59th St. Bridge Song" (casual) by Paul Simon, "Plan" by Rod McKuen, "Tomorrow and Tomorrow and Tomorrow" (disgusted) by Shakespeare.

Suggested Monitoring Procedures

Discuss what tone the students perceived the selections given and have them tell how they got that tone.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that personification is the giving of human qualities to animate or inanimate objects.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Personification
Group size: entire class
Materials: Collection of ads using animals, pictures of the Statue of Liberty, the kiss, the wrestlers, greeting cards, political cartoons.

Procedure(s):

- Give the definition of personification. Definition: A special type of metaphor in which an object is presented in terms which make it seem human.
- Present examples of advertisements containing various animals as persons: Captain Crunch, Tony the Tiger, Smoky Bear. Discuss how the animals act and speak.
- Show pictures of sculpture which symbolize concepts of justice, greed, love. Discuss how the picture represents the concept.
- Greeting cards depict various emotions to express their message. Collect examples.
- Cartoons often use personification. One good example is James Thurber's cartoon of a drunken husband returning late to a house which resembles a crouching enraged wife.
- List several abstract words on the board, e.g., love, joy, poverty, peace. Have students pick one and list all the things they associate with it.

(over)

Suggested Monitoring Procedures

Possible Resources

Gray, Stephanie, Teaching Poetry Today, AMC Corp. Portland, Oregon, 1976.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
Example: Poverty ... not having enough food, ... people in tenements ... being tired, dirt ... frustration. despair ... broken windows. disease ... . When the list is complete, ask each student to imagine what kind of person, in what kind of special situation might examplify several of the items listed on the board.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that symbolism is the use of an object or action to represent something else. B. The student is able to identify the author's tone, theme and symbolism.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Symbolism I
Group size: class
Materials: Transparencies showing pictures of symbols.

Procedure(s):

- Discuss the definition of symbolism.
  Symbolism is the act of suggesting abstract ideas by using concrete or visible objects.
- Point out symbols in the room, i.e., flag, teacher, students. Point out that each object may be a symbol of more than one thing.
- Put transparencies on the overhead projector and have the students write down various symbols. Think of symbols using color, shape and sound.
- Discuss sayings using red as a symbol. (operating in the red, to see red, red badge of courage, the scarlet letter)
- Black. (black cat, evil, darkness, gloom, sorrow, black as night, operating in the black)
- Use several others of your own - green, animals, nature, seasons.
- Give students a list with extra examples and have them work individually.

Suggested Monitoring Procedures

Collect the lists and read them aloud to see if students understood the symbols.

Possible Resources

Symbolism In Literature
Creative Visuals, Big Spring Texas, 1969. (a collection of transparencies)

District Resources

Suggested Activities: Grade(s) _______

Title: Symbolism II
Group size: individual
Materials: Poetry selections in which symbols are easily recognizable

Procedure(s):

- Review the definition of symbolism.
- Hand out poems containing examples of symbolism.

  Examples:
  "Grass" by Carl Sandburg.
  "The Road Not Taken" by Robert Frost.
  "Stopping by Woods on a Snowy Evening" by Frost.
  "The Twenty Third Psalm", The Bible.
- Read one selection aloud.
- Ask questions to draw out student response to the symbolism in the poetry.

  Example:
  "Road Not Taken" by Robert Frost
  1. What experience in life is suggested by this poem?
  2. What details strengthen the parallel the poet draws between the roads in the woods and the two "roads" in life?

Suggested Monitoring Procedures

Listen to student responses to ascertain if they understand the symbols in the poetry.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that symbolism is the use of an object or action to represent something else. B. The student is able to identify the author's tone, theme, and symbolism.

State Goal 1,4,5

District Goal

Program Goal 4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Symbolism III
Group size: individual
Materials:

Procedure(s):

- Review the definition of symbolism.
- Ask students to create poems based on personal symbols which represent themselves.
- Write this formula on the board.

Line 1: I used to be
Line 2: (Fill in a symbol to represent the way you used to be.)
Line 3: (describe the object you chose in line 2)
Line 4: But now I am
Line 5: (Fill in a symbol for what you are now.)
Line 6: (describe the object you chose in line 5)

Example:

Once I was a butterfly
flying free
But now I am
a caterpillar
crawling along.

Suggested Monitoring Procedures

Have the students turn in poems or have them read aloud if they volunteer.

Possible Resources

Gray, Stephanie, Teaching Poetry Today, J. Weston Walch, 1976.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that blank verse is unrhymed, iambic pentameter/ that free verse is characterized by rhythmic variation, unusual stanzaic forms and either absence of rhyme or loose rhyme patterns. B. The student values the variety of unique ways in which language is used in poetry. C. The student values the sounds, patterns and structure of poetry.

Related Area(s)

State Goal	1.4.5
District Goal	
Program Goal	4.6.10

Suggested Activities: Grade(s) 9-12

Title: Blank verse/free verse
Group size: entire class
Materials: none

Procedure(s):

- (1.) to suggest to students that all poetry does not necessarily rhyme. (2) to develop an appreciation for various types of poetry.
- Introduce a poem in free verse:

Example(s):

This is Just to Say - William Carlos Williams

I have eaten
the plums
that were in
the icebox

and which
you were probably
saving
for breakfast

Forgive me
they were delicious
so sweet
and so cold.

Grass Carl Sandburg

Pile the bodies high at Austerlitz and Waterloo,
Shovel them under and let me work -
I am the grass; I cover all.

(over)

Suggested Monitoring Procedures

Possible Resources

McFarland, Philip, Forms: Focus on Literature, Houghton Mifflin, Boston, 1978.

District Resources

Suggested Activities: Grade(s) ________

Suggested Monitoring Procedures

Possible Resources

And pile them high at Gettysburg
And pile them high at Ypres and Verdon,
Shovel them under and let me work.
Two years, ten years, and passengers ask
the conductor:
What place is this?
Where are we now?
I am the grass.
Let me work.

- Ask students why free verse is an appropriate form for Carl Sandburg's Grass? (Note: have students think of what the speaker is in the poem, what it does and what the poem is about).
- Have them discuss the poem by Williams, also. Ask students if the same affect could have been achieved by tightly structured stanzas.
- Introduce a second poem - a rhymed verse - as "Stopping by the Woods on a Snowy Evening."
- Compare the poems for structure, meter, and rhythmic quality.
- Give the students a short poem, as "Fog" (Sandburg) and let them discover this as poetry.
- The "shortest poem in the world"

Fleas

Adam
Had'em.

Why is this a poem? Could one word be a poem?

- Give the class excerpts from Shakespeare's plays (Merchant of Venice is good) or some of Robert Frost's poems. Discuss the rhythmic quality of iambic lines.
- Let the class try writing descriptions, conversation, whatever is near, in blank verse and in free verse.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that a ballad is a narrative poem which was meant to be sung. A folk ballad was passed on for centuries by word of mouth. Literary ballads are written down and have a known author. B. The student knows that narrative poetry tells a story and has the characteristics of a story.

Related Area(s)

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Suggested Activities: Grade(s) 9-12

Title: Ballads
Group size: entire class
Materials: worksheets containing ballads

Procedure(s):

- Distribute the worksheets and read the poems aloud. How many tell a story? How many include dialogue? How many describe character? How many end unhappily? How many use abab rhyme scheme? How many have refrains? How many could be sung? Which are more elaborate in form and language?
- Label the ballads as folk or literary.
- Suggest story topics and have students write their own ballads. (Noah's ark, Daniel in the lion's den.)

Suggested Monitoring Procedures

Possible Resources

"Lord Randal"
"Sir Patrick Spence"
"Barbara Allen"
"Tom Dooley"
"The Listeners", Walter DeLaMare
"Michael", Wordsworth
"Lucy Gray", Wordsworth
"The Ballad of William Sycamore"
"The Highwayman", Alfred Noyes

District Resources

Suggested Activities: Grade(s) ________	**Suggested Monitoring Procedures**	**Possible Resources**
		District Resources

SMALL SCHOOLS PROJECT - Working Copy **Suggested Objective Placement** 9-12

Student Learning Objective(s) A. The student knows that an epic is a long narrative poem about the deeds of a traditional heroic figure and reflects the ideals and values of a society which produced it. B. The student is able to identify the author's tone, theme and symbolism. C. The student values poetry as a creative expression.

Related Area(s)

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Suggested Activities: **Grade(s)** 9-12

Suggested Monitoring Procedures

Possible Resources

District Resources

Title: The Epic
Group size: entire class
Materials: class copies of Beowulf (or other epic)

Procedure(s):

- Ask class to discuss current heroes and heroines such as Superman, Batman, Wonder Woman, The Bionic Man and Woman. Discuss the features of heroic characters: they can perform superhuman feats, no harm can come to them, evil cannot triumph.
- Do we need heroes? How do they fulfill fantasies? Discuss the role the hero and heroine have played historically.
  The Vikings admired strength and bravery.
  The Christians added reverence.
  Medieval Knights respected womanhood.
- What laws can heroes or heroines violate?
- What are some unwritten laws that are never violated?
- Read through Beowulf (or epic studied) searching for heroic deeds, ideals and values of the society and how ours are similar.
- How would Beowulf be accepted today? How is he like Batman, Superman, or others? How is he unlike them?

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that a lyric is a poem which expresses the poet's emotions or sentiments rather than simply telling external events.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Lyrics
Group size: entire class
Materials: records, anthologies

Procedure(s):

- Collect various modern song lyrics (trashy and good) that appeal to the students. Gain access to the recordings and make worksheets with the words of the songs. These can be contrasted with lyrics (poems) from anthologies. All these lyrics and poems should deal with a common theme, such as love and death.
- Begin by discussing, "What is a poem"? Introduce several definitions of poetry by poets.

Definitions of Poetry by Carl Sandburg

- Poetry is the journal of a sea animal living on land, wanting to fly in the air.
- Poetry is a series of explanations of life, fading off into horizons too swift for explanations.
- Poetry is a theorem of a yellow silk handkerchief knotted with riddles, sealed in a balloon tied to the tail of a kite flying in a white wind against a blue sky in spring.
- Poetry is a phantom script telling how rainbows are made and why they go away.
- Poetry is the synthesis of hyacinths and biscuits.
- Poetry is the opening and closing of a door, leaving those who look through to guess about what is seen during a moment.

(over)

Suggested Monitoring Procedures

Possible Resources

Oscar Williams, A Pocket Book of Modern Verse.

John Ciardi, How Does A Poem Mean?

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

Four Beliefs of Robert Frost

- Poetry is
  "words that have become deeds".
- Poetry is about
  "griefs. Leave grievances to prose".
- A poem begins
  "in the surprise of remembering
  something I didn't know I knew".
- A poem ends
  "in a clarification of life, a momentary stay against confusion".

- Play a song such as "Puppy Love" (Paul Anka). Decide whether it is good or bad poetry and defend your judgment in a written assignment.
- Discuss the class opinion of the song. Try to let the class see the immaturity, sentimentality, and lack of imagery in the song.
- Relate the poets' definitions of poetry to the song.
- Read E.B. Browning's "Sonnet 14". Relate this to the definitions of poetry.
- Read Suckling's "Song from Aglaura" and Wordsworth's "She Was a Phantom of Delight", or Edna St. Vincent Millay's "Love is Not All; It is Not Meat Nor Drink".
- Select from these poems and others the one that handles the love theme particularly well.
- Pass out love lyrics from other songs: Oscar Hammerstein,"If I Loved You"; Alan Jay Lerner, "I Loved you Once in Silence'; Stephen Sondheim, "Tonight"; Carl Sigman,"Ebb Tide"; Alan Spitton, "Lover Come Back".
- Evaluate techniques used by poets and song writers to handle the love theme. Analyze at least one poem and one song lyric in detail.
- Repeat the lesson using the theme of death in songs and poetry, or the "Carpediem" theme.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that a sonnet is a poem of fourteen lines in any of several fixed verse and rhyme schemes, typically in rhymed iambic pentameter, which characteristically expresses a single theme. B. The student is able to identify elements that give a poem sound. C. The student is able to identify words and phrases that appeal to the senses.

Related Area(s)

D. The student values the sounds, patterns and structure of poetry.

State Goal	1,9
District Goal	
Program Goal	3,4,6

Suggested Activities: Grade(s) 9-12

Title: Sonnets
Group size: entire class
Materials: copies of Shakespeare's Sonnets 18 and 14

Procedure(s):

- Discuss the Elizabethan period and the conventions of love. (Possibly begin with The Rules for the Art of Courtly Love by Andreas Capellanus and work up to changes in courtship trends in Shakespeare's age.) Focus on the exaggeration of the description of beauty of the beloved. Help the class realize that the sonnet expressed a single theme, most probably love.
- Discuss conventions: Rhyme scheme, meter, and feet. Put several examples on the board to show the iambic, trochaic, dactylic and anapestic foot.
- Put the first line of Sonnet 18 on the board so students can scan for meter and feet:
  Shall I/compare/thee to/a sum/mer's day?
- Go through several of the sonnets showing rigidity of structure and adherence to single theme.
- Ask the students to write a sonnet starting them with a first line:
  When I/first saw/ a gol/den daf/fodil,
  Have students continue the line until they write 14 with the Shakespearean rhyme scheme (ababcdcdefefgg). Note the rhymed couplet which concludes the rhyme scheme and sums up the sonnet.

Suggested Monitoring Procedures

Possible Resources

McFarland, Philip, et al, Forms: Focus on Literature, Houghton Mifflin, Boston, 1978.

District Resources

Suggested Activities: Grade(s) ________	**Suggested Monitoring Procedures**	**Possible Resources**
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that an ode is a poem written in commemoration of a great person or deed.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s) 11-12

Title: Odes
Group size: entire class
Materials: Odes of the romantic poets (English Literature Anthologies)

Procedure(s):

- Study the romantic period, especially the tenets of romantic belief (emotionalism, love of nature, desire to return to the past).
- Discuss the ode - the definition, purpose and intent.
- Read together "Ode to a Nightingale" (Keats). Why would a poet choose to write an ode (which commemorates a person or great deed) to the wind or a bird? How are these poems odes?
- Read "Ode on a Grecian Urn" (Keats). What deed is exonerated?
- Read "Ozymandias" (Shelley). Is the person praised, or are his deeds, or neither?
- Finish the unit with a discussion of "Ode on Intimations of Immortality" (W. Wordsworth). Understand Wordsworth as a rebel--what he was rebelling against and what principles and precepts he believed in. Was he commemorating himself and his own great deeds, or was he writing a poem to praise the rest of the world?

Suggested Monitoring Procedures

Possible Resources

District anthologies.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

207

208

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that an elegy is a poem written posthumously in praise of one deceased.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s) 11-12	Suggested Monitoring Procedures	Possible Resources

Title: Elegy
Group size: entire class
Materials: Copies of Gray's "Elegy Written in a Country Churchyard", and "Elegy on the Death of a Mad Dog".

Procedure(s):

- Read the poem aloud.
- Have students summarize the chief characteristics of the poem (philosophic, formal, little emotion, laments death).
- Relate the theme of death to what was written during the Anglo-Saxon period.
- Discuss the sounds of mourning (lowing herd, droning insects, tinkling bells) and words of mourning (toll, kneel, weary, darkness).
- Discuss the relation of the end of day to the end of life (separation, slow movement).
- Reread the following phrases: incense breathing morn, pomp of power, inevitable hour, general current, noiseless ten/or pious drops. Show how the substitution of an elegant phrase for a word raises the tone of poetry above the level of the particular to the universal.
- Discuss the dignity of the poem and the enhancement or detraction of the last two stanzas.
- If the students seem to understand an elegy, have them read "Death of A Mad Dog" and compare and contrast style and purpose.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that a limerick is a nonsense poem of five lines with a metrical foot consisting of two short syllables followed by a long one, or two unaccented syllables followed by an accented one. B. The student is able to identify a given poem by type.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s) ______

Suggested Activities: Grade(s) 9-12

Title: Limerick
Group size: entire class, individual
Materials:

Procedure(s):

- Write the definition of a limerick on the board: a popular form of humorous verse of three long and two short lines, rhyming aabba.

  Example:

  There was a young lady of Lynn
  Who was so excessively thin
  That when she essayed
  To drink lemonade
  She slipped through the straw and fell in.

- Students can write their own limerick. If they have trouble getting started, give them the form of a limerick:

  There was a ______
  Who (describe what he/she did)
  That when she ______
  to ______(what she did)
  He/she ______

Suggested Monitoring Procedures

Have students read their limericks aloud.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to identify a given poem by type. B. The student knows that haiku is a major form of Japanese verse which has seventeen syllables, employs highly evocative allusions and comparisons and creates a single image.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Haiku
Group size: entire class, individual
Materials: Overhead and transparencies

Procedure(s):

. A transparency is put on the overhead. Four overlays, A, B, C, D, are put on the transparency, one at a time.

Overlay A: Haiku is a major form of Japanese verse which has 17 syllables.

The falling flower
I saw drift back to the branch
Was a butterfly.

Overlay B: Haiku is written in three lines in the following form (although translations from the Japanese may vary): 1st line, 5 syllables; 2nd line, 7 syllables; 3rd line, 5 syllables.

Since my house burned down
I now own a better view
Of the rising moon.

Overlay C: The subject is almost always nature.

These morning airs --
One can see them stirring
Caterpillar hairs!

Overlay D: The haiku is a single image which implies a season of the year.

Blossoms on the pear --
And a woman in the moonlight
Reads a letter there.

. The writing of a haiku may be done first as a class exercise and then as an individual writing activity.

Suggested Monitoring Procedures

For group writing, pool the students' list of phrases on the board adding new descriptions until there is a great number from which to choose. At this point ask the students to sum up the impressions or ideas about the scene their phrases reflect. Review haiku form. Students select one phrase from the board to begin their poem, modify it and finish it in their own words. Poems, when completed, are read aloud.

Possible Resources

Henderson, Harold G., An Introduction to Haiku, Doubleday Anchor Books.

Haiku in English, Charles E. Tuttle Co. Miller, O'Neal, McDonnell, Literature of the Eastern World, Scott, Foresman & Co., 1970.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to identify the words and phrases that appeal to the senses.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s)

Title: Sounds and Pictures
Group size: individual
Materials: a record of instrumental music with various themes and tempos and a selection of posters with various scenes.

Procedure(s):

- Play the record for the students and give them the following directions:
  Listen to the music. As you listen, write the images (word pictures) that occur in your mind. What does the music remind you of? What colors do you see? How does it make you feel? Apply all five senses to the experience. When the mood and style changes, follow the change to other experiences and feelings.
- Have students refine their poems.
- Share poems with the class.
- Do a similar activity using photographs.

Suggested Monitoring Procedures

Allow students to read their poems aloud to the class without criticism. Positive comments are helpful.

Possible Resources

Swanson, James A., The Whole Kit and Caboodle, EMC Corp., St. Paul, Minn., 1978.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
Title: Color Me Loud **Group size:** individual **Materials:** **Procedure(s):** . Write a list of colors on the board. . A student picks a sound for each color that seems appropriate. Example: Orange - loud and brassy. . The student chooses any three colors that appeal to him and writes a phrase which includes the color, the sound and an appropriate object. Example: Orange brassy blare of a trumpet in a band. . Ask students to share their writing.	Encourage students to share their color sounds.	
Title: Blind Man's Sense **Group size:** entire class **Materials:** box containing various objects that can be felt: a key, an egg, spaghetti, a feather, an eraser, a lipstick or something shaped like that. **Procedure(s):** . A student is blindfolded and examines each item in the box. . The student orally describes the object as many different ways as possible comparing it to other things. . Another student writes the description. . The student has the blindfold removed. . Ask a student to read the list aloud along with the object in view. . Have the students select one object from the box and write a short descriptive poem about that object.	After the student activity and discussion, suggest that we often rely too heavily on our sense of sight. Point out the value of using other senses and have the students read their poems aloud.	District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student values poetry as a creative expression. B. The student values the sounds, patterns and structure of poetry. C. The student values the enjoyment obtained through poetry. D. The student values the skills involved in crafting a fine poem.

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
		District anthologies

Title: Are You a Good Judge of Poetry?
Group size: individual/class
Materials: a worksheet of the four poems

Procedure(s):

- Give students a dittoed copy of each of the following four poems:

I. Clinging, melody meeting, melting
Shimmering shape enfolding, engulfing
Greasy hinges of purple destiny
Outboxed
Tangling crusty frustration from a Fustian
Fushia Hiatus to tussling injury,
Urging ultimate tenderness
Terminal
Tinkering like twiddling dead fingers,
Fingers crumpled like half-smoked
Cigarettes in a pale green ash tray.

II. Ash winds blow hot
Over October Hill;
I fit my slot
Breathing a dry sharp chill;
a brown flower
to my vest
no contest
but rest
Interred in my stone bower
No voice
but my choice.

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

III. Sounds of samovar
Simmering

silently
Hissing,
Missing a perk
Every third measure,
Quarter notes crawling
slithering
Hunching
Across the icy glacier--
Hiccuping

Horrendous

Decibels
Of ice-cold Maxwell House
Into the garbage disposal.

IV. The Love Song of a Gigolo Warlock

O gibbous moon, do shine on me,
Tell me that my flub was blue;
Grill me on a mush of blame,
Fill me with your glaocous brew.

O many times I've seen you drool
A pool of pillows, willow's glue'
Set me now a newt of hope
Feed me with a widow's stew.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) Continued

State Goal	1,4,5
District Goal	
Program Goal	4,6,10

Related Area(s)

Suggested Activities: Grade(s)

Suggested Monitoring Procedures

Possible Resources

- After students read these "masterpieces", they are told that one of the poems was written and published by Mark Gray (copyright 1965). Naturally, the first question is, which one is the published poem? Present the evidence to substantiate your claim. Is it a good, bad, or great poem?

  Include the following questions:
  What is the poet trying to say in poem no. 1?
  What is "purple destiny"?
  What words must you look for in the dictionary?
  What is the significance of the metaphor in the last two lines of poem no. 1?
  Is the emblematic usage in no. 3 effective? Why or why not?
  Explain the action of lines 1 and 2 in the second stanza of poem no. 4.

- Other questions may arise and many students may begin to see that the ability to discriminate between good-bad-great is not something learned in a semester; it is really learned in a lifetime.

- Poems 1,3, and 4 are spoofs. Although poem no. 2 is the published poem, it will probably never make its author famous. Why?

289 - A discussion concerning the merits of various popular rock lyrics could follow with both hilarious and enlightening results.

District Resources

290

EXPRESSIONS AND LANGUAGE CONSTRUCTION

Non-literal language is used to make reading more interesting.

1. Simile (It is a comparison that contains "as", "like", or "than".)

   He paced the floor like a hungry lion.

   She ate so much that she was bigger than a house.

2. Metaphor (It is the subtle comparison of similar qualities or description without the use of "as", "like", or "than".)

   Buffy, you're a pig.

   Mrs. Jones is an old crab when we run across her lawn.

3. Hyperbole (It is an overstatement for effect; an exaggeration.)

   I've told you that a million times. (meant figuratively)

   She got up a hundred times in the night to take care of her sick child.

4. Meiosis (It is an understatement.)

   I haven't had a new dress in years.

   We haven't gone out for ages.

5. Personification (This is a figure of speech in which an object or thing is talked about as if it were a living person.)

   Love is blind.

   The powerful steam shovel hungrily ate up huge chunks of earth.

   The cup with the rose design and that red saucer are true friends.

6. Idiom (This is a group of words that has a meaning quite different from the meaning that the words usually have.)

   "I think Susan's answer is the best one because it hits the nail on the head," she said.

   "Mr. Hill put his foot down on Tom's buying a gun because Tom is so young."

7. Proverb (An adage. It is an often-used short saying that expresses a general truth or rule.)

   "Yes, he is very shabbily dressed," agreed Ellen's mother, "but you must not judge a book by its cover."

   "A stitch in time saves nine."

EXPRESSIONS AND LANGUAGE CONSTRUCTION

8. Pun (It is a play on words.)

All the animals came to the picnic in pears except the worms. They came in apples.

To avoid that run-down feeling, always look both ways before crossing the street.

9. Slang (It is the use of a word out of its normal context.)

"Let me have a crack at that jar. I'll have it open in a minute."

"Let's truck on down to the store."

10. Irony (One says the opposite of what is true.)

"War is kind."

"My, you're doing well this year!" (Student has not passed a test.)

"Surely they're all honorable men!" (Mark Antony's eulogy of Julius Caesar).

11. Synecdoche (It means using the parts for the whole.)

The bishop's robe (for the power of the Church)

The crown (for the British kingdom)

12. Metonomy (One substitutes one word for another.)

"The pot's boiling" (The situation is getting out of hand.)

13. Apostrophe (One talks of something dead as if it were alive or something absent as if it were present.)

Old world, tell me thy pain.

Roll on, o deep sea! (Here we are not really talking to the sea.)

14. Onomatopoeia (The actual pronunciation of the word indicates the sound the author or poet wants the reader to hear.)

bob-o-link

bow-wow

clang, crash

The tintillating of the bells! (Edgar Allen Poe)

15. "Appositional or"

He kept the pigeons in pens or lofts. (Pens are not the same as lofts.)

The men cut some browse, or branches, for the starving deer. ("Browse" and "branches" are synonomous.)

16. Clue words

Not until we heard over the radio the weather report concerning the hurricane did we begin to prepare for the coming storm. (sequence of action)

While Sarah pealed the potatoes, Jeremiah chopped wood for the campfire. (Simultaneous action)

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS/LITERATURE

SPECIFIC AREA: Approaches to the Study of Literature

Thematic

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
• that a literary work may be significant for a number of reasons: social, historical, economic, religious, philosophic, political.	155	9-12					
• that people of various cultures often express identical emotions and universal themes in their literature.	157						
• that recurring themes appear in literature, art, music and philosophy.							
• That an author expresses ethical values through the ways in which characters react to problems (the choices they make, their statements) and through exposition and the outcome of the story.	157						
• that literature and the arts may reflect the idea that a person's destiny is influenced by the interaction of biological, sociological and psychological factors.							
• that Judaeo-Christian themes have had a significant influence in western literature (e.g., guilt, original sin, atonement, retribution, justice, mercy, salvation, absolute morality, fulfillment of human potential, love of fellow man).							
• that philosophies such as existentialism, determinism, and humanism have exerted profound, direct and indirect influence on writers (e.g., Camus, Hawthorne, Crane).	161						
• that oriental literature emphasizes certain themes: denial of ego, oneness of living things, unimportance of material comfort.							
• that literature reflects conflicts based upon differences in age, attitude, and value (e.g., the rebellious teen-ager, the anti-hero who places no value in the American dream, the criminal).	157						
• that loneliness and alienation can result from the disavowal of shared values and failure of communication, and they can be expressed in various ways (e.g., rebellion, ennui, dropping out).	157						

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS/LITERATURE

SPECIFIC AREA: Approaches to the Study of Literature
Thematic (Continued)

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. that utopian literature treats man's search for the perfect society and includes themes such as individual freedom, the family unit, education, government, work, leisure time.		9-12					
. that literature reflects that philosophies of life are sometimes characterized by a preoccupation with death.	161						
. that literature reflects that war may force man to a new and more complete knowledge of himself.							
The student is able to:							
. identify major themes in literary works.	163						
The student values:							
. the thematic approach as an aid in understanding literature.	163						
. universality of themes in literature, art, music and philosophy.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) The student knows that a literary work may be significant for a number of reasons: social, historical, economic, religious, philosophic, political.

State Goal	1,4
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Spoon River
Group Size: entire class
Materials: ditto containing excerpts from Edgar Lee Master's Spoon River Anthology

Procedure(s):

- Provide the class with dittos and lead class discussion on selections from the anthology.
- Discuss the significance of different characters in light of the criteria in the objective. Many characters could be found that illustrate a social reason, economic, religious, etc.

Example(s):

Social -- all of the characters
Religion -- the Village Atheist
Political -- Hannah Armstrong
Historical -- Hannah Armstrong
all characters
Economic -- John M. Church

- While studying the work critically, point out these aspects.

Variation:

- Give students several selections from literature from which to choose and have them determine on what basis the work is significant (i.e. social, historical, etc.)
- Students are to support their reasons by noting passages from the work.

Suggested Monitoring Procedures

Have students read a passage to support their decision as to why it is significant and see if the class agrees.

Possible Resources

The United States In Literature, Miller; Scott, Foresman & Co., IL.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows that an author expresses ethical values through the ways in which characters react to problems (the choices they make, their statements) and through exposition and the outcome of the story. B. The student knows that literature reflects conflicts based upon differences in age, attitude, and value (e.g., the rebellious teenager, the anti-hero who places no value in the American dream, the criminal). C. The student knows that loneliness and alienation can result from the disavowal of shared values and failure of communication, and they can be expressed in various ways (e.g., rebellion, ennui, dropping out).

Related Area(s)

State Goal	1,4
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 9-11

Title: Thematic Approach to The Glass Menagerie

Group Size: entire class

Materials: copies of The Glass Menagerie by Tennessee Williams

Procedure(s):

- Prior to passing out the play, give the class some background on Tennessee Williams' life. Explain how Tom Winfield's problems are those of Williams--he worked in the same conditions (shoe factory) with a similar home situation.
- Talk about characterization and value judgments:
  Laura represents youth (altered by physical handicap).
  Tom represents adulthood (stifled by social handicap).
  Amanda is age (not typical because she refuses to accept her position).
- Now is the time to stress how literature will reflect conflicts based upon differences in age, attitudes and values.
  1. Amanda: wants the love and security she was denied in youth.
  2. Tom: wants the adventure he feels entitled to at his age.
  3. Laura: wants to be left alone.

  All desires are based on their own attitudes about themselves and how they perceive life should be.
- Read aloud the first part (Scenes 1-5).
- Discuss loneliness and alienation.

Suggested Monitoring Procedures

Possible Resources

Background material on Tennessee Williams' life; filmstrip and/or recording of The Glass Menagerie

District Resources

Suggested Activities: Grade(s) 9-11

1. Amanda lives in the past.
   (Point out the importance of memory and the picture of Tom's father.)
2. Tom lives in the future.
   (movies, alcohol & imagination of a better life)
3. Laura lives in dreams.
   (phonographs, dance hall music, glass menagerie)

- Discuss failure to communicate.
  1. Amanda and Tom fight.
     (Tom can't let himself leave his responsibility.)
  2. Amanda and Laura fight.
     (Laura can't admit failure at business school.)
  3. Tom and Laura fight.
     (Neither will take out their frustrations on Amanda.)
     All have different values. No one listens to another.
- Discuss ethical values and the way characters react to their problems.
  1. Amanda fears her son will be like his father (shiftless, carefree, drinking) although she admired his father.
  2. Tom's "ethics" keep him shackled to a job he does not do well and to a family for which he feels love and disgust.
  3. Laura's humility is her ethical quality, yet she goes overboard in her "gentleness" until she cannot be "exalted."

(Continued on next page)

Suggested Monitoring Procedures

Teacher should constantly relate the material read to reality. These characters are exaggerated examples, but the problems and frustrations and the incidents of humor, love and happiness are those found in any family unit of any age or place.

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement ______

State Goal	
District Goal	
Program Goal	

Student Learning Objective(s) ______________________________

(continued)

Related Area(s) ______________________________

Suggested Activities: Grade(s) 9-11	Suggested Monitoring Procedures	Possible Resources

- Before reading the final two scenes, discuss man's search for the perfect society: Jim is meant to be salvation, or deliverance for the family into utopia.
  1. Amanda sees him as "our husband".
  2. Tom sees him as his escape route.
  3. Laura sees him, first fearfully, then with acceptance that her dream world can be abandoned.
- Read Scene 6. Whose scene is it? Does Jim seem to be a Savior? What qualities does he have (other than he's a man)? What has happened to Amanda's ethics? What has happened to the conflicts seen in the family prior to this scene? How is loneliness and alienation rapidly disappearing with Jim's presence?
- Read Scene 7. Whose scene is it? What is the climax of the scene? How have Laura's values changed? Why is she now able to communicate? What shatters everyone's dreams at the end of the scene? What will happen next to Laura? to Tom? to Amanda? Who will survive, or how well will each survive?
- View the play in its entirety.
  1. What is a perfect society? What would make Tom, Laura, and Amanda happy? Why was Jim happy? Can anyone ever be content? Do you think you will ever find satisfaction? Do people live happily ever after?

District Resources

304 (over)

305

Suggested Activities: Grade(s) 9-11	Suggested Monitoring Procedures	Suggested Resources

2. Who sought individual freedom?
   Did Tom really want freedom from responsibility?
   Did Laura want freedom from Amanda?
   Did Amanda want to be able to stand by herself, on her own merits?
3. Was this a typical family unit? What did they have in common with other families? Were some problems like those of everyone, in a different degree? Was there love? Was there hate? How was the father there? How was his presence apparent? Do sons compete with fathers and daughters compete with mothers?
4. Why did the government not aide? Where was government mentioned? (Government is only seen as a larger unit, fighting its own wars.) Could welfare, family assistance, have kept them together or would it have speeded Tom's escape?
5. What faith did Amanda & Jim have in education? Could education provide the way to the "perfect society"? Do you think it will for Jim? What was the author's view of education? ("Shakespeare" wrote poems on the shoe boxes.)
6. What faith did Amanda & Jim have in work. Could work provide the way to the "perfect society"?
7. Relate the author's views of work to his views of use of leisure time. Tom & Laura enjoyed their leisure time; Jim & Amanda spent it trying to work or to improve themselves. Who was better for their use of leisure time?

- Show a filmstrip or in another way review the play in its entirety. Let the class write their views on ethics and lack of ethics, conflicts & communication, loneliness & togetherness, perfect society and reality.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that philosophies such as existentialism, determinism, and humanism have exerted profound, direct and indirect influence on writers (e.g., Camus, Hawthorne, Crane).

State Goal	1,4
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 11-12

Title:
Group Size: entire class
Materials: copies of Stephen Crane poems

Procedure(s):

First day

- Write on chalkboard Descartes' line: "I think, therefore I exist."
- Discuss with class what this means. Why must people think? How are people separate from animals in ability to think? What do language and communication add to the thought process?
- Discuss the idea that truth is to be determined by each individual (existentialism). Spend a class period debating this.

Second day

- Write on chalkboard the three theories:
  Man is created basically good.
  Man is created basically bad.
  Man is created with a blank soul, his nature to be determined by environment.
  (Tabulae Rosa)
- Discuss whether heredity shapes the person, or environment, or whether a person's actions are predetermined prior to birth and he/she acts as a puppet would.
- Read to the class the poem by Stephen Crane: "There Were Many".

Suggested Monitoring Procedures

Observe students and their written responses to see if they understand how environmental influences affect their writing.

Suggested Resources

Poems mentioned are found in Adventures in American Literature, Harcourt, Brace and World, New York, 1963.

District Resources

Suggested Activities: Grade(s) 11-12 | **Suggested Monitoring Procedures** | **Suggested Resources**

"There were many who went in huddled procession
They knew not whither;
But, at any rate, success or calamity
Would attend all in equality.
There was one who sought a new road.
He went into direful thickets,
And ultimately he died, thus, alone,
But they said he had courage."

- Our lives are controlled by outside forces, other than our own (determinism). Let the class relate to the poem and explore the idea of determinism. Discuss how they are controlled by their parents, their social standing, their community, etc.
- Read and discuss other Crane poems, such as "Think As I Think", "I Saw a Man", "A Man Said to the Universe", "The Wayfarer".
- Ask if they may not feel differently about determinism after being convinced of its validity by Crane's poems.
- Have the class write one paragraph about any topic they know well. Read the paragraphs aloud, and as you do, list topics on the board. Show the class how their writing is based immediately on environmental influences. Relate this to the initial statement that philosophies exert profound influence on writers.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows that literature reflects that philosophies of life are sometimes characterized by a preoccupation with death. B. The student is able to identify major themes in literary works. C. The student values the thematic approach as an an aid in understanding literature.

State Goal	1,4
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Stop for Death
Group Size: entire class
Materials: ditto

Procedure(s):

- Provide the class with dittos of poems by Emily Dickinson. Two poems especially appropriate might be "Because I could not stop for death" or "I heard a fly buzz when I died"

The following is the edited version of this poem done by Emily's editors after her death.

I heard a fly buzz when I died;
  The stillness round my form
Was like the stillness in the air
  Between the heaves of storm.

The eyes beside had wrung them dry,
  And breaths were gathering sure
For that last onset, when the king
  Be witnessed in his power.

I willed my keepsakes, signed away
  What portion of me I
Could make assignable,--and then
  There interposed a fly,

With blue, uncertain, stumbling buzz
  Between the light and me;
And then the windows failed, and then
  I could not see to see.

Suggested Monitoring Procedures

Teacher provides class with dittos and leads class discussion.

Possible Resources

The United States in Literature, Miller; Scott, Foresman & Co., 1973.

Any other work of literature dealing with death, particularly:
1. Edgar Allen Poe short stories
2. "An Occurrence at Owl Creek Bridge" by Ambrose Bierce
3. "In Memoriam" by Tennyson
4. "Thanatopsis" by William Cullen Bryant

District Resources

Suggested Activities: Grade(s) 9-12

Suggested Monitoring Procedures

Suggested Resources

The following poem was written by Emily and was unedited:

#465

I heard a Fly buzz---when I died--
The Stillness in the Room
Was like the Stillness in the air--
Between the Heaves of Storm--

The Eyes around--had wrung them dry--
And Breaths were gathering firm
For that last Onset--when the King
Be witnessed--in the Room--

I willed my Keepsakes--Signed away
What portion of me be
Assignable--and then it was
There interposed a Fly--

With Blue--uncertain stumbling Buzz--
Between the Light--and me--
And then the Windows failed--and then
I could not see to see--

#712

Because I could not stop for Death--
He kindly stopped for me--
The Carriage held but just Ourselves--
And Immortality.

We slowly drove--He knew no haste
And I had put away
My labor and my leisure too,
For his Civility

We passed the School, where Children strove
At Recess--in the Ring--
We passed the Field of Gazing Grain--
We passed the Setting Sun

Or rather--He passed Us--
The Dews drew quivering and chill--
For only Gossamer, My Gown--
My Tippet--only Tulle--

We paused before a House that seemed
A Swelling of the Ground--
The Roof was scarcely visible--
The Cornice--in the Ground.

Since then--'tis Centuries--and yet
Feels shorter than the Day
I first surmized the Horses' Head
Were toward Eternity.

Discussion:

1. What are the differences in attitude toward death found in poems 465 & 712.

2. Relate the different images in the poems to the different attitudes.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows that literature reflects that philosophies of life are sometimes characterized by a preoccupation with death. B. The student is able to identify major themes in literary works. C. The student values the thematic approach as an aid in understanding literature.

Related Area(s)

State Goal	1,4
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 9-12

Title: Facing Death

Group size: entire class

Materials: poems, essays and literature with a death theme

Procedure(s):

- Read a couple of short selections in literature that utilize a death theme (e.g., Out, Out by Robert Frost; The Death of Ivan Ilych by Leo Tolstoy; Next Day by Randall Jarrell).
- Have students discuss the selections as to the author's purpose in writing about death.
- Discuss with the students that the subject of death is upsetting to some people but must be faced by all. Have the students discuss their feelings about death.
- Have students write about their own death specifying in some detail the place, whether natural or accidental, young or old etc.
- Divide the students into groups and have them discuss the imaginary deaths. Compare similar kinds of imaginary deaths and those that are far different.
- Survey the students as to their attitude toward death.

Suggested Monitoring Procedures

Observe students attitude toward death and relate this to some of the reasons authors write about death.

Possible Resources

Daigon, Arthur and Schmitt, Mimi, Beginnings and Endings, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1977.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that literature reflects that war may force man to a new and more complete knowledge of himself. B. The student is able to identify major themes in literary works. C. The student values the thematic approach as an aid in understanding literature.

Related Area(s)

State Goal 1,4
District Goal
Program Goal 1,6

Suggested Activities: Grade(s) 9-12

Title: The Red Badge
Group Size: entire class
Materials: The Red Badge of Courage by Stephen Crane

Procedure(s):

- After completing Crane's Red Badge of Courage discuss the following:
  Discuss the action that begins when the youth's regiment moves forward.
  1. Why does the youth feel apart from the other soldiers?
  2. Explain the youth's actions and the changes in his attitude from the time he first hears gunfire until he meets the spectral soldier.
  3. What is the effect of death upon the youth?
  4. What role does the tattered soldier play?
- To the Youth a wound is a red badge of courage.
  1. What circumstances cause the youth to want this badge?
  2. How does he acquire it?
  3. What effect does the badge have on his comrades?
  4. How does it ultimately affect the youth himself?
- The youth is praised by his lieutenant as a wild cat and noticed by the colonel for keeping the flag up front.
  1. Explain the incidents that bring forth these commendations and the relationships between them.
  2. What is the youth's attitude when the story ends?

Suggested Monitoring Procedures

Teacher leads class discussion.

Suggested Resources

The United States in Literature, Pooley; Scott, Foresman & Co., 1963.

Also other works of literature that deal with this topic:
1. "An Occurrence at Owl Creek Bridge" Ambrose Bierce
2. Farewell to Arms by Ernest Hemingway
3. For Whom the Bell Tolls by Ernest Hemingway
4. Bridge Over the River Kwai by Pierre Boulle
5. Catch-22 by Joseph Keller
6. All Quiet on the Western Front by Jean Maria Remarque

Suggested Activities: **Grade(s)** ______	**Suggested Monitoring Procedures**	**Suggested Resources**
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS/LITERATURE

SPECIFIC AREA: Approaches to the Study of Literature

Historical/Cultural (Continued)

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. that a literary work is a reflection of the time or culture in which it was produced (Beowulf is a reflection of Anglo-Saxon values, religious beliefs, and political attitudes. Huckleberry Finn is a reflection of social values at one stage of American development).	171	9-12					
. that literature may perpetuate the values of a culture.	173						
. that to best understand a work, it should be read from its own historical/cultural point of view (the reader should read Hamlet as if the ghost were real because the audience at the time believed that it was).	175						
. that practices that are not acceptable in one culture may be acceptable in another culture.							
. that some cultures have been cut off from the mainstream of culture by repressive circumstances and attitudes (e.g., Blacks, American Indians, Hispanics).							
. that literature has perpetuated sex-role stereotypes.	177						
. that literature deals with universal and timeless issues as well as with concerns specific to a time and culture (Moby Dick is built upon 19th century whaling practices, but the conflict between man and nature is still occurring).	209						
. that the author's personal circumstances are a major influence in his literary work.	187						
The student is able to:							
. read with understanding from a historical/cultural viewpoint.	175						
. understand that history and culture explain motivation and action.	177						
. identify in a literary work a specific example of a value, issue or point of view different from those held by people today.							
. relate the relevant issues in a literary work from a different time and place to the present.	191						
The student values:							
. literature as an insight into other times and cultures.	185						
. culture/history as an insight into literature.	185						

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS/LITERATURE

SPECIFIC AREA: Approaches to the Study of Literature

Historical/Cultural

The student knows:	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
. that much of early literature stems from unique oral traditions of cultures and was later written in the form of myths, ballads, and epics.	173	9-12					
. that oral literature changes as it is retold but remains the same when written.	173						
. that the Greeks contributed the epic, lyric, comic, and tragic forms to literature and the Romans adapted and perpetuated these forms.							
. that the early medieval church played a major role in the preservation of the literary traditions.							
. that during the Renaissance classical literature was revived and new literature was written reflecting the humanisitic interest in individualism, worldliness, and human potentiality.							
. that writers of the Neo-classic movement consciously attemped to attain the restraint, polish, and objectivity of the classics.							
. American literature and art were essentially branches of English literature and art until near the middle of the nineteenth century.	209						
. that folk literature has influenced written literature in the United States.							
. that an impetus for the Romantic movement was a revolt against the rigid conventions of Neo-classicism.	189						
. that much of American literature has emphasized morality.	185						
. that Naturalism held that humans belong solely to the order of nature and therefore their characters and fortunes are determined by heredity and environment.	193						
. that existential writers maintain that individuals create their own meaning rather than relying upon absolutes such as predestination, universal moral codes, or basic human nature.	195						
. that ethnic groups have made important contributions to literature.	197						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that much early literature stems from unique oral traditions of cultures and was later written in the form of myths, ballads, and epics.

B. The student is able to read with understanding from a historical/cultural viewpoint.

C. The student is able to identify in a literary work a specific example of a value, issue or

Related Area(s) point of view different from those held by people today. D. The student is able to relate the relevant issues in a literary work from a different time and place to the present.

State Goal	1,4,9
District Goal	
Program Goal	6,9

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title: Homer's Epics
Group Size: entire group, individual
Materials:

Procedure(s):

- Teacher, class or individual students research historical background for Homer's *Iliad* and *Odyssey*.
  1. Investigate probable "real" causes for Trojan War, such as Troy imposing taxes for passage through Dardanelles, etc.
  2. Trace several hundred years of development of oral versions of war with Troy.
  3. Discuss Homer as composite or last of long line of storytellers, editor of epic collection of stories.
  4. Research Henrich Schlieman story and discovery of Troy, with emphasis on widespread belief that Homer's tales were "only myths".
  5. Research Evans' discovery of Mycenea.
  6. Read Ernle Bradford's *Search for Ulysses* and discuss possible historical background for this oral tradition. (Sno-Isle library has copy of the made-for-TV documentary based on the book).
- Read a *good* modern version (entire or selected sections) of the *Iliad* and/or *Odyssey*.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 12

Student Learning Objective(s) A. The student knows that much of early literature stems from unique oral traditions of cultures, and was later written in the form of myths, ballads, and epics. B. The student is able to read with understanding from a historical/cultural viewpoint. C. The student values culture/ history as an insight into literature.

State Goal	4,9
District Goal	
Program Goal	6,9

Related Area(s) Notetaking

Suggested Activities: Grade(s) 12

Title: Early Literature & Oral Traditions
Group size: whole group, individual
Materials: Paper, pen

Procedure(s):

- During the first part of the period lecture the class on how much of early literature was formed by one person or persons taking the time to write down stories told to him/her by word of mouth. Explain to the class that telling stories was a form of entertainment and that the entertainer was called a "scop.", etc. (Refer to possible resources for lecture material.) Have students take notes on lecture, discussion.
- Bring in an example of a ballad, myth, or epic and point out examples of oral traditions and cultural influences that affected the writer. Do thorough lecture and class discussion, encouraging students to try finding examples. (Teacher will probably use own text provided by individual school district)

Example: "Sir Patrick Spence" is a ballad written about a story believed to be true. In 1281, the scottish King's daughter Margaret was married to Eric, King of Norway in August, but on the return journey the ship, carrying many knights and nobles, was lost.

SIR PATRICK SPENCE

The king sits in Dumberling toune,
  Drinking the blude-reid wine:
"Owhat will I get guid sailor,
  To sail this schip of mine?"

Suggested Monitoring Procedures

Teacher will prepare lecture and encourage class discussion.

Possible Resources

Miller, England in Literature, Scott, Forestman, Glenview, Illinois, 1976.

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Suggested Resources

Up and spak an eldern knicht,
  Sat at the kings richt kne:
"Sir Patrick Spence is the best sailor
  That sails upon the se."

The king has written a braid letter,
  And signed it wi his hand,
And sent it to Sir Patrick Spence,
  Was walking on the sand.

The first line that Sir Patric red,
  A loud lauch lauched he;
The next line that Sir Patrick red,
  The twir blinded his ee.

"O wha is this has don this deid,
  This ill deid don to me,
To send me out this time o' the yeir,
  To sail upon the se!

Mak hast, mak haste, my mirry men all,
  Our guid schip sails the morne";
"O say na sae, my master deir,
  For I feir a deadlie storme.

"Late late yestreen I saw the new moone,
  Wi the auld moone in hir arme,
And I feir, I feir, my deir master,
  That we will cum to harme."

O our Scots nobles wer richt laith
  To weet their cork-heild schoone:
But lang owre a' the play wer playd,
  Their hats they swam aboone.

O lang, lang may their ladies sit,
  Wi their fans into their hand,
Or eir they se Sir Patrick Spence
  Cum sailing to the land.

O lang, lang may their ladies stand,
  Wi their gold kems in their hair,
Waiting for thair ain deir lords,
  For they'll se thame na mair.

Haf owre, haf owre to Aberdour,
  It's fiftie fadom deip,
And thair lies guid Sir Patrick Spence,

Wi the Scots lords at his feit.

From Percy's RELIQUES, 1765

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that oral literature changes as it is retold but remains the same when written. B. The student is able to read with understanding from a historical/cultural viewpoint.

State Goal	1,4,9
District Goal	
Program Goal	4,6,9

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: History of Barbara Allen
Group Size: entire class, individual
Materials:

Procedure(s):

- Discuss with class the characteristics of oral tradition with emphasis on ballads, troubadors, etc.
- Mention that the ballad of Barbara Allen has been collected in over 100 different versions from many regions in both America and the British Isles.
- Students in groups or as individuals should collect as many different versions of the song as they can find, both in written and orally recorded form. Note on each version the approximate date, region, country and ethnic group.
- When collection is as complete as possible, students try to arrange the versions in chronological and geographical order and trace the development of changes in wording, regional references, etc.
- Discuss possible reasons and influences for changes.

Suggested Monitoring Procedures

Possible Resources

Record
Barbara Allen, sung by Joan Baez

District Resources

Suggested Activities: Grade(s) ______

Title: Talk the story, write it down
Group size: individual, whole class
Materials: overhead projector

Procedure(s):

- Pick a story the whole class knows and have the students write it down in their own words using as vivid a language as possible. Fairy tales of nursery rhymes would work - Little Red Riding Hood, Goldilocks and 3 Bears, Three Little Pigs, Paul Bunyon. You could also do this assignment by having them choose a recent incident that had occurred at school. Then share their assignments orally. Be careful to point out differences in adjectives, interpretations, etc.
- Then write the story with the class's input on an overhead projector or a blackboard and have another student write it on a ditto for "publication."
- The next day bring the dittoed story to class and point out that this is the story that will last and not change from all the interpretations given yesterday.
- Have students compare it with the original version.

Suggested Monitoring Procedures

Teacher will lead class discussion, collect papers, provide class with large visual copy of story, and ditto off class's final story.

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that the Greeks contributed the epic, lyric, comic, and tragic forms to literature and the Romans adapted and perpetuated these forms.

B. The student is able to understand that history and culture explain motivation and action.

Related Area(s)

State Goal	4,5,6
District Goal	
Program Goal	6,9

Suggested Activities: Grade(s) 9-12

Title: Stereotype-Hero, Villain
Group Size:
Materials:

Procedure(s):

- Research conventions of Greek drama with specific reference to use of stereotype masks, costumes, deus ex machina, etc.
- Ask students to trace modern versions of these same stereotypes to identify major characters. For example: Greek masks used wig colors to identify personality--protagonist and antagonist roles. Blonde wig symbolized the protagonist, black symbolized the antagonist, red identified the comic relief. American westerns perpetuated these ideas with the hero in the white hat on the white horse, the villain in black on the black horse, and the last minute cavalry rescue as deus ex machina.

Suggested Monitoring Procedures

Possible Resources

Arnott, Peter, Ancient Greek and Roman Theater, Randon House, New York, 1971.
Hartnoll, Phyllis, The Concise History of the Theater, Abrams, New York, 1968.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 12

Student Learning Objective(s) The student knows that the early medieval church played a major role in the preservation of the literary traditions.

State Goal	5,6
District Goal	
Program Goal	4,6,9

Related Area(s)

Suggested Activities: Grade(s) 12

Title: The Church and Chaucer
Group size: class
Materials: Copy of Chaucer's *Canterbury Tales* or copy of one of the tales for each student

Procedure(s):

- Lecture class on importance of church to medieval literature.
- The following excerpt is given below for possible information to use. (Taken from England in Lit, Scott Foresman, 1976.)

In Norman England education was the province of the church. In the long centuries before the printing press was invented, manuscripts were painstakingly copied by hand in the monasteries. From such beginnings in the twelfth and thirteenth centuries came the formal organization of Oxford and Cambridge as universities...

The Church was also intimately bound up with political affairs. In medieval thought Church and king were necessary instruments of the divine scheme for maintaining order in society. The most famous quarrel between Church and king in medieval England was that of Tomas a Becket, Archbishop of Canterbury, and Henry II. It was Henry's belief that certain rights exercised by the Church belonged to the king. Confident that he could bring about the changes he desired, Henry had Becket, his chancellor and close friend, appointed to this position. When he became archbishop, however, Becket staunchly upheld the rights of the Church.

Suggested Monitoring Procedures

Possible Resources

Chaucer, Geoffrey, *Canterbury Tales*

Miller, *England in Literature*, Teacher's Resource Book, Scott Foresman & Co., Glenview, Ill., 1976.

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

By 1170 matters had reached an impasse. According to an often told story, one day Henry exclaimed to a group of his followers, "Will not one of you avenge me of this turbulent priest?" Four knights straightway dashed off to Canterbury, found the archbishop at his prayers in the cathedral, and struck him down with their daggers. The Christian world was shocked; Henry himself deplored the killing and did penance, and the tomb of Thomas a Becket at Canterbury became a favorite place of pilgrimage.

The widespread religious zeal of the Middle Ages inspired the Crusades, whose object was to retake the Holy land from the Mohammedans.

While the Crusades were ultimately unsuccessful in their efforts to liberate the Holy Land from the Turks, they had a profound effect on all of Europe.

- After the lecture begin teaching Canterbury Tales. Explain that characters were pilgrims, going to Becket's tomb.
  Point out references to the church, to their strong religious beliefs, and the impact the church had in general on the people then.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that writers of the neo-classic movement consciously attempted to attain the restraint, polish, and objectivity of the classics.

State Goal	1,4,9
District Goal	
Program Goal	4,6,9

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Neo-classicism - New classicism
Group size: entire class (lecture)
Materials: Paper and pen

Procedure(s):

- Define neo-classicism for the students: Writing that shows the influence of Greek and Roman classics.
- Explain that neo-classic writers such as Joseph Addison, Jonathan Swift, and Samuel Johnson deliberately attempted to make the English language conform to the patterns of Latin:
  (1) by modeling their sentence structure after Latin sentence structure to insure a long smoothly flowing sentence whose meaning is unclear until the final word(s).
  (2) by using an abundance of words derived from Latin to insure exact expression.
- Explain the nature of Latin sentence structure and Latin derivatives in as much detail as is necessary for understanding.
- Explain that Latin derivatives were used because they were considered dignified and formal.
- Point out that the nearly exclusive use of Latin derivatives put a temporary stop to experimentation with the English language itself. Discuss.
- Explain that the neo-classical desire to set and maintain standards of purity led to the first important English dictionaries (Bailey's English Dictionary, 1721; Johnson's Dictionary, 1755).

Suggested Monitoring Procedures

Possible Resources

Samuel Johnson's Dictionary, 1755.
Bailey's English Dictionary, 1721.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
. Discuss the conscious restraint of the neo-classic writers. . Discuss the polish and objectivity of the neo-classic writers as they used the classics as their model.	Examine with the students excerpts from Johnson's Dictionary, discussing the ways in which they were examples of his attempts to stabilize the English language.	
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows American literature and art were essentially branches of English literature and art until near the middle of the nineteenth century.

State Goal	4,6
District Goal	
Program Goal	6,9

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: English/American similarities
Group size: class
Materials: Washington Irvings's The Devil and Tom Walker

Procedure(s):

- Discuss why Irving's style is relatively difficult for modern readers because his style is so typically English.
  (1) long ponderous sentences and paragraphs
  (2) using big "latinesque" words like termangent.
  (3) using archaic idioms such as "the inlet allowed a facility.." and"... permitted a good lookout to be kept that no one was at hand."
- Discuss why Irving's works are read.
  -cultural heritage - Irving is a sharp observer of manners and morals of that day.
  -highly entertaining once used to style
- Read silently The Devil and Tom Walker
- Discuss the idea that selling one's soul to the devil is a typically English theme but is so universal in application it is interesting to any culture that recognizes devils.

Suggested Monitoring Procedures

Discussion is focused around European and especially English characteristics Irving exhibits however one can hope to elicit an appreciation of the stories despite their ponderousness.

Possible Resources

Irving, Washington, The Devil & Tom Walker.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

Suggested Objective Placement 9-12

State Goal	4,5,6
District Goal	
Program Goal	4,6,9

Student Learning Objective(s) A. The student knows that folk literature has influenced written literature in the United States. B. The student knows that much of American literature has emphasized morality. C. The student is able to relate the relevant issues in a literary work from a different time and place to the present. The student values culture/history as an insight into literature.

Related Area(s) See also folk literature

Suggested Activities: Grade(s) 9-12

Title: Elements in Folktales
Group size: entire class
Materials: Hudson Valley Tales

Procedure(s):

- Read Washington Irving's Hudson Valley tales "The Legend of Sleepy Hollow" and "Rip Van Winkle".
- Identify universal folktale elements in the stories.
- Identify regional/cultural elements in the stories.
- Identify literary techniques used by Irving to enhance the folktale theme.

Title: Historical Fiction
Group size: entire class
Materials:

Procedure(s):

- Read Hawthorne's "Ambitious Guest".
- Read the account of the avalanche in Historical Relics of the White Mountains by J.H. Spaulding from which Hawthorne got his idea.
- Compare the original version with Hawthorne's literary work and discuss the author's use of basic historical folklore material and his original development of a fictional work from such material.

Suggested Monitoring Procedures

Possible Resources

Irving, Washington, Hudson Valley Tales

Hawthorne, Nathaniel "Ambitious Guest".

Spaulding, J.H. Historical Relics of the White Mountains.

District Resources

Suggested Activities: Grade(s) _______

Title: Work is good
Group size: Class
Materials: Story "Rip Van Winkle" by Washington Irving

Procedure(s):

- Tell the students that sometimes stories are handed down in a culture that show how the culture feels about a particular action or attitude. Ask them how the Dutch community and our society now feels about those who don't wish to work.
- Read the story Rip Van Winkle. Discuss the following questions :
  (1) What was Rip's greatest fault? How do you know that the people regarded this as a fault?
  (2) What happens to Rip at the strange party? Is this a good thing or bad to happen? Most would feel bad since they lost a good portion of their life. Thus Rip is punished for drinking and being so lazy.
  (3) Although the story points out that laziness is not good, Rip is still a happy man. Why? Is he really punished then.

Suggested Monitoring Procedures

Have students express themselves on how they feel about laziness and "work" and who succeeds. Point out other pieces of literature that praise the ambitious man/woman and where this idea has come from down through earliest oral folk literature to the present.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that folk literature has influenced written literature in the United States. B. The student is able to identify in a literary work a specific example of a value, issue or point of view different from those held by people today. C. The student values literature as an insight into other times and cultures.

State Goal	9
District Goal	
Program Goal	4.6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Folklore
Group Size: entire class
Materials: folk tales

Procedure(s):

. Give a lecture containing the following elements:
- Folklore reconstructs the "spiritual history of people" from a study of the ways and sayings of the folk as contrasted with sophisticated thinkers and writers.
- Although concerned with primarily the psychology of early man or with that of the less cultured classes of society, some of the forms of folk lore (e.g. superstitions and proverbial sayings) belong also to the life of modern people, literate as well as illiterate, and may therefore be transmitted by written record as well as by word of mouth.
- The relations of folklore to sophisticated literature are important, but not always easy to trace.
- Literature is full of elements taken over from folklore and some knowledge of the formulas and conventions of folklore is often an aid to understanding great literature.
- The acceptance of a rather childish love test in King Lear may rest upon the fact that the motif was already a familiar one in folklore, the effects of such works as Coleridge's Christabel or Keats' Eve of St. Agnes depend upon recognition of popular superstitions.

Suggested Monitoring Procedures

After lecture have students read selections and discuss the similarities between folk lore and modern fiction.

Possible Resources

A Handbook to Literature, Thrall, Hibbard, Holman The Odyssey Press, New York, 1960.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
Shakespeare's Hamlet is a retelling of an old popular tale of the "exile-and-return" formula.		

- Look at some of the better known folk tales of America: Pecos Bill, Paul Bunyon, and the Johnny Appleseed, Uncle Remus stories.
- Decide upon the theme or motif of each story and try to discover if any modern writing follows the same motif.

Examples:

Compare Jug of Silver by Truman Capote with
Johnny Appleseed
Kit Carson's Ride by Joaquin Miller
The Ballad of The Harp Weaver by
Edna St. Vincent Millay
Buffalo Bill by e.e. cummings

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 11-12

Student Learning Objective(s) The student knows that an impetus for the Romantic movement was a revolt against the rigid conventions of neo-classicism.

State Goal	4,5
District Goal	
Program Goal	4,9

Related Area(s)

Suggested Activities: Grade(s) 11-12

Title:	Romanticism, a revolt against neo-classicism
Group size:	Entire class
Materials:	Paper and pen

Procedure(s):

- Define neo-classicism for the students:
  The imposition of the following limitations on literature: order, logic, restrained emotion, accuracy, and decorum to the extent that innovation and invention was distrusted.
- Then define romanticism:
  A movement that arose so gradually out of the rigors of neo-classicism, freeing the writer from the rules of classicism, encouraging him/her to express individualism to dwell on the subjective side of experience. Romantics valued creative thinking as an aide to arriving at greater truths than those revealed by logic. Romantics dwelt on an escape from the day-to-day problems of the present.
- Using these definitions, point out the contrasting elements of each period, stressing that the romantic movement was a revolt against the rigid conventions of neo-classicism. Have the students list characteristic elements of each period.
  For example:

neo-classicism	romanticism
logic	creative thinking
restrained emotion	subjective experience
accuracy	escape literature

Suggested Monitoring Procedures

Expand upon these definitions according to level of student ability.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______

Title: William Blake, a romantic rebel
Group size: Entire class
Materials: Poem by William Blake

Procedure(s):

- Explain that William Blake was a romantic rebel whose writing combined fact and fancy.
- Have the students read a poem by William Blake and discuss the ways in which it reflects his warm humanitarianism, sensitivity to nature and unrestrained emotion.

Suggested Monitoring Procedures

Possible Resources

Suggested poems by
William Blake:
"How Sweet I Roamed"
"Piping Down the Valleys"
"The Tiger"
"The Lamb"

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that much of American literature has emphasized morality. B. The student is able to read with understanding from a historical/cultural viewpoint. The student is able to relate the relevant issues in a literary work from a different time and place to the present.

Related Area(s)

State Goal 3,5,6
District Goal
Program Goal 6,9

Suggested Activities: Grade(s) 9-12

Title: Sin
Group size: class
Materials: Story "Young Goodman Brown" Nathaniel Hawthorne

Procedure(s):

- Read silently or aloud: "Young Goodman Brown".
- Discuss with the class whether the story is dream or reality. On one side of the board under dream, write all the characteristics supporting dream and under reality, whether it was a real experience.
- Discuss consequences:
  - -if real, then neighbors and wife are sinners
  - -if dream, he may be projectiong his own guilt onto them.
- Discuss the use of setting and characterization in establishing morality theme.
- Write the following statements on the board and have students write their views on one:
  - A. Hawthorne is less concerned with the causes of loss of faith in human nature than he is in the effects.
  - B. The chief theme of Young Goodman Brown is not sin but guilt.
  - C. The moral of the story is that once we know evil, our view of the world can never be the same as it was when we were innocent of evil.
- Take statement A and have students who wrote about that statement read their views - Discuss with class and add your ideas. Do same with B & C.

Suggested Monitoring Procedures

Have students read written answers aloud. Discuss how this morality differs from today's beliefs and life styles.

Possible Resources

Hawthorne, Nathaniel, Young Goodman Brown.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 10

Student Learning Objective(s) The student knows that Naturalism held that humans belong solely to the order of nature and therefore their characters and fortunes are determined by heredity and environment.

State Goal 4,9

District Goal

Program Goal 6

Related Area(s)

Suggested Activities: Grade(s) 9-10

Title: Stephen Crane and Naturalism

Group Size: entire class

Materials:

Procedure(s):

- Define naturalism: Man is an animal in the natural world, responding to environmental forces and internal stresses over which he has no control.
- Students read the following poem by Stephen Crane

The Heart

In the desert
I saw a creature, naked, bestial,
Who, squatting upon the ground,
Held his heart in his hands,
And ate of it.
I said, "Is it good, friend?"
"It is bitter -bitter," he answered;
"But I like it
Because it is bitter,
and because it is my heart."

- Teacher conducts a class discussion on "The Heart" focusing on its naturalistic overtones.
- Teacher focuses on the following implications while discussing this poem:
  - People sometimes not only enjoy being angry but also nourish their anger rather than attempting to overcome it.
  - Anger sometimes serves no useful purpose in life; instead, it often destroys those who dwell on it.

Suggested Monitoring Procedures

This is, of course, a capsulized definition which needs a further explanation which should be based on level of student ability

Ask students to relate specific words in this poem to the definition of naturalism

Possible Resources

"The Heart" By Stephen Crane

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 11-12

Student Learning Objective(s) The student knows that existential writers maintain that individuals create their own meaning rather than relying upon absolutes such as predestination, universal moral codes, or basic human nature.

State Goal 4,5,6
District Goal
Program Goal 6,9

Related Area(s)

Suggested Activities: Grade(s) 11-12

Title: I Think, Therefore I Exist
Group size: Whole class
Materials: None

Procedure(s):

- Write on the chalk board, Descartes' formula "I think, therefore I exist." Then ask the class "What does that mean? What is that author's purpose in saying that?"
- Saitre felt that the fundamental truth of existentialism was in that quote. We and things do exist, but these things have no meaning for us except through our acting on them and creating meaning for ourselves.
- Have students comment and give input about that philosophy. Stress that it is just an idea and the truth of it is left to be determined by each individual.
- Then present a work of existential leterature. Novels by Kafka, Dostoyevski, Camu, Faulkner, and Hemingway could be used. While studying these works, ask the students to analize how the existential philosophy is brought out.
- Franz Kafka's Metamorphosis would be an excellent story to use in stressing this theme. Questions to ask upon the concluding the reading of it might be:
    (1) Trace Gregor's changing attitudes toward his metamorphosis and toward his family. What numan characteristics does he maintain? How does his life as an insect

Suggested Monitoring Procedures

Possible Resources

Thrall, A Handbook to Literature Odyssey Press, New York, N. Y., 1960

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
compare to his life before his metamorphosis? . Gregor's transformation into an insect can be viewed both literally and symbolically. What might his metamorphosis symbolize?		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that ethnic groups have made important contributions to literature. B. The student knows that some cultures have been cut off from the mainstream of culture by repressive circumstances and attitudes (e.g. Blacks, American Indians, Hispanics).

State Goal	1,4,5,6
District Goal	
Program Goal	4,6,9

Related Area(s) Thematic Approach. The student knows that an author expresses ethical values through the ways in which characters react to problems (the choices they make, their statements) and through exposition on the outcome of the story.

Suggested Activities: Grade(s) 9-12

Title:
Group Size:
Materials: Black Boy by Richard Wright Chapter 1.

Procedure(s):

. Ask students to consider the following ideas as they read the story, then discuss it.

1. Violence is a major theme in Richard Wright's works. Is his violence caused by his environment or something within himself?
2. Wright believes that fear is a dominant emotion among Blacks. What does Chapter 1 reveal about the origin of this fear? Would Wright have felt different if he were from another background?

A. What was Wright's opinion of his father? Write a fictional biographical sketch of Wright's father using the following information as a base.
Nathaniel Wright; illiterate sharecropper; married Ella Wilson Wright; first child, Richard Wright, born Sept. 4, 1908 in Natchez, Mississippi. Later moved to Memphis to work as a night porter in a drugstore; eventually deserted his family.

B. Richard Wright's early life was brutal and full of hardships. Other have had experiences similar and even worse. What positive elements were there in Richard Wright's life that might have helped him to overcome his situation?

Suggested Monitoring Procedures

Possible Resources

Black Boy, Richard Wright, Harper & Row Publ., Inc., 1945.

Man in Literature, Scott, Foresman & Co., 1970. Contains literature from around the world, including authors Chekhov, Tolstoy, Aesop, Mann.

"The Man Who Saw the Flood," Richard Wright, from Eight Men, Weekly Masses Co., Inc., 1961.
"The Man Who Was Almost a Man" Eight Men, World Publ. Co., 1961.

District Resources

Suggested Activities: Grade(s) 9-12

C. Write a chapter 2 for Black Boy.

D. Discuss Richard Wright's life. Students write a fictional account of one day of their choice in the life of Richard Wright.

E. Students choose an author to research and prepare an oral presentation on the author's life and works.

Title:
Group size:
Materials:
Procedure(s):

- Assemble different short stories/poems of various ethnic backgrounds:
  - A. The Parable of the Good Samaritan
  - B. Mateo Falcone -Prosper Merimee French
  - C. Dream Variation- Langston Hughes Black
  - D. Now That the Buffalo's Gone- Buffy St. Marie Indian
- Discuss and read aloud the selections.
  - (1) What do the selections have in common?
  - (2) How are they different?
  - (3) Why do you think it may be difficult for various ethnic groups to make contributions to literature?
  - (4) Have all of these groups suffered injustice in America?
  - (5) Why have they or have they not?

Suggested Monitoring Procedures

Teacher prepares a list of authors and works available for students' use.

Be sure discussion doesn't deteriorate into ethnic slurs, keep it focused on positive contributions of race - It can broaden to those other than literary depending on your background.

Suggested Resources

Poems and short stories by Langston Hughes may be helpful.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that a literary work is a reflection of the time or culture in which it was produced (Beowulf is a reflection of Anglo-Saxon values, religious beliefs and political attitudes. B. The student is able to understand that history and culture explain motivation and action.

State Goal	4,6
District Goal	
Program Goal	6,9

Related Area(s) History of Language

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title:
Group size:
Materials:
Procedure(s):

- Introduce the study of Beowulf by contrasting Beowulf, a hero of Anglo Saxon times, with popular romantic heroes of film, television, comics, etc. Superman would be one example of a modern day hero. Have students compare the qualities of the hero Beowulf as reflecting the qualities most admired by the people of the time:
  Code conduct of an ideal Anglo-Saxon warrior and king
  fearless, fierce in battle, strong, wise, loyal,
- Relate this to the living conditions, type of culture etc. of Anglo Saxon times.
- Discuss Beowulf as a study of Kingship
  King's rewarded subjects for their service, protected them - brought peace and contentment to country etc.
- Compare Beowulf with other pieces of Literature which reflect Anglo Saxon culture in terms of theme, setting, etc.

District Resources

382

383

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows that a literary work is a reflection of the time or culture in which it was produced (Beowulf is a reflection of Anglo-Saxon values, religious beliefs, and political attitudes. Huckleberry Finn is a reflection of social values at one stage of American development.) B. The student knows that literature may perpetuate the values of a culture.

State Goal	4,6
District Goal	
Program Goal	4,9

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Cultural Influence
Group size: Whole class
Materials: Novels (selected by teacher) or other works of fiction

Procedure(s):

- These two objectives are really one end product of the study of many works of literature. When a work of literature is taught, students should be provided with a historical background.
- The two examples written in the objective are typical of the kind of knowledge students are to have gained.

Examples are:

To Kill a Mockingbird is a reflection of the mores, beliefs, and lives of people living in the deep South during the Depression
Silas Marner reflects the social life, beliefs, and customs of England during the early 1800's
Great Expectations reflects both working and upper classes of Victorian England.
The Pearl reflects the values and attitudes of a fisherman in La Paz, Mexico
Wuthering Heights reflects rural England during the time of Queen Victoria.
Babbit reflects the values of the American businessman in early 1920's
Great Gatsby reflects high society in America in 1920's
The Grapes of Wrath reflects plight of migrant farm worker in America during 1930's

Suggested Monitoring Procedures

Possible Resources

To Kill a Mockingbird
Silas Marner
Great Expectations
The Pearl
Wuthering Heights
Babbit
Great Gatsby
The Grapes of Wrath

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that practices that are not acceptable in one culture may be acceptable in another culture. B. The student is able to relate the relevant issues in a literary work from a different time and place to the present.

State Goal	3,5,6
District Goal	
Program Goal	4,6,9

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: You Win
Group size: class
Materials: The Lottery -short story and movie by Shirley Jackson

Procedure(s):

- Read the story
- See the movie
- Discussion
  (1) Discuss how this village is average and how this effects the outcome of the story.
  (2) Discuss the part played by ritual in the lottery, how it is changed, and why it is retained.
  (3) Is this type of thing happening today? How? Could it if it doesn't?
  (4) Hold a lottery either before or after the lesson. If before, one person gets a dot with no explanation. Ask the student how they feel vs. rest of class. Usually they feel good. Then pass out treats to every one except the student with the dot. Then ask them how they feel.

390

Suggested Monitoring Procedures

If lottery is done after the story, and the discussion has centered on the barbarism of the act, ask for volunteers to partake in another lottery and let them establish the fate of the "winner" Most want to take part. Discuss why.

Possible Resources

District Resources

391

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that literature has perpetuated sex-role stereo-types. B. The student is able to identify in a literary work a specific example of a value, issue or point of view different from those held by people today. C. The student values culture/history as an insight into literature.

Related Area(s)

State Goal	5,6
District Goal	
Program Goal	6,9

Suggested Activities: Grade(s) 9-12

Title:
Group size: class
Materials: any anthology

Procedure(s):

- Read aloud from the table of contents, the list of short stories, poems, biographies etc. and count how many are woman writers.
- Have a discussion on why this is so. Don't women write? Why or why not? If they do write, why aren't they published?
- Many of the selections in any anthology center on the following themes:
  - a. man defending woman
  - b. woman playing passive role while man does action
  - c. woman doing traditional jobs of taking care of house and family while man earns living etc.

Examples: Encounter in Illinois, Robert Coats
The Wilderness, by Ray Bradbury
Little Jess and the Outrider
Jessamyn West
The Miracle Worker
The Pearl

Suggested Monitoring Procedures

Possible Resources

Coats, Robert, Encounter in Illinois.
Bradbury, Ray, The Wilderness.
West, Jessamyn, Little Jess and the Outrider.
The Miracle Worker
The Pearl

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that literature has perpetuated sex-role stereotypes.

State Goal 1,4,9
District Goal
Program Goal 4,6,9

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: What's Your Role?
Group Size: entire class
Materials: "The Gift of the Magi" short story by O. Henry

Procedure(s):

- Read the story aloud to the class.
- Have class discussion:
  1. What is the time period in which this story takes place? late 1800-early 1900's
  2. Were customs different then from now? how?
     women didn't work outside the home and cried a lot
     men were breadwinners and bosses never cried
  3. Were these characters real or stereotyped? Why do you say that?
  4. Sentimental means having an excess of sentiment or emotion. Would you consider this story sentimental? Why or why not?
  5. If this story were written today with modern ideas or sex roles, how do you think it might be changed?

Suggested Monitoring Procedures

Point out that sex-role stereotyping limits the depth of the character and perpetuates the myth of inferiority of women.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that literature deals with universal and timeless issues as well as with concerns specific to a time and culture (Moby Dick is built upon 19th century whaling practices, but the conflict between man and nature is still occurring).

B. The student knows that the author's personal circumstances are a major influence in his literary work.

Related Area(s)

State Goal	1,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 9-12

Title: Universality and Individuality in Literature
Group Size: entire class
Materials: "Personal Narrative" by Jonathan Edwards

Procedure(s):

- **Define the following terms for the class.**
  Universality: An appeal to all readers of all time; a presentation of human emotions common to all peoples of all civilizations; a presentation of characters and actions that are meaningful to other ages.
  Individuality: The characteristics or qualities that set one person or thing apart from others.
- Students read an excerpt from "Personal Narrative" by Jonathan Edwards.
- Teacher conducts a class discussion on this work, focusing on the definitions given.
- Discuss what Edwards called an "inward, sweet delight in God and divine things" which he said he experienced several times along with a deepening understanding of Christ as his redeemer.
- Discuss universality within the framework of Edwards' religious convictions: a presentation of human religious emotions is common to many people in all civilizations.
- Discuss individuality within the framework of Edwards' religious convictions: such serenity was a gift which the Puritan faith gave to religious men like Edwards.

Suggested Monitoring Procedures

Possible Resources

"Personal Narrative" by Jonathan Edwards

District Resources

Suggested Activities: Grade(s) 9-12

Title: An Author's Life Reflected in His/Her Literature

Group Size: entire class

Materials: "Sinners in the Hands of An Angry God"

Procedure(s):

- Teacher conducts class discussion on this sermon, focusing on the definitions above.
  1. Discuss the ways in which Edwards' role as a Puritan minister makes him a good representative of the Puritan way of life which revolved around God and was rigidly controlled by conscience.
  2. Focus on the fact that an author's personal circumstances are a major influence in his literary work.

Suggested Monitoring Procedures

Suggested Resources

"Sinners in the Hands of An Angry God" by Jonathan Edwards

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS/LITERATURE

SPECIFIC AREA: Analysis of Literature

Elements and Structure

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
• that the elements of fictional writing include: plot, characterization, setting, mood, theme and point of view and combine to form a unified structure of a literary work.	215	9-12					
• the meaning of the terminology necessary to analyze literature: fiction, non-fiction, plot, character, theme, setting, tone, atmosphere, point of view, allusion, and symbol.	215						
• the meaning of the terminology needed to analyze and discuss plot development: (e.g., exposition, initial incident, rising action, conflict, climax, anticlimax, falling action, motif, denouement, foreshadowing, suspense, archetypal experience, dramatic irony, parody).							
• the meaning of the terminology used to analyze and discuss character: (e.g., dialogue, character foil, archetypes, protagonist, antagonist, motivation, conflict, and empathy).	215						
• the meaning of the terminology needed to analyze and discuss point of view: first person, third person, omniscient.	215						
• that the title, vocabulary, structure, literal meaning and relationship of a poem are used to interpret the author's ideas.							
The student is able to:							
• analyze a literary work (i.e., describe its parts and their relationship).							
• analyze the way in which the theme is developed through characterization, action, setting and point of view.	215						
• identify the general atmosphere or mood produced by the setting.							
• analyze rising action, climax and resolution of the main plot and the relationship of the subplots to the main plot.							
• recognize the narrative role of the writer (point of view) and how it affects the tone and the reader's interpretation.	215						
• draw inferences from the various ways an author may reveal character (e.g., by what the character says, by what the author tells the reader, by the character's appearance or speech patterns, by what others say about the character, by how others interact with the character).							
• analyze the ways in which the elements of poetry work together to form a structure and create a total effect.							

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the meaning of the terminology used to analyze and discuss character (e.g., dialogue, character foil, archetypes, protagonist, antagonist, motivation, conflict and empathy). B. The student is able to draw inferences from the various ways an author may reveal character (e.g., by what the character says, by what the author tells the reader, by the characters' appearance or speech patterns, by what others say about the character, by how others interact with the character).

State Goal	1
District Goal	
Program Goal	1,3,4

Related Area(s) Short Story, Novels

Suggested Activities: Grade(s) 9-12

Title: Techniques of Portraying Character
Group Size: individual, entire class
Materials: paper, pens, short story

Procedure(s):

. Teacher should review the following techniques authors use to enliven characters:

1. Description by author
2. Description by another character
3. Use of dialogue or conversation
4. Explanation of character's thoughts
5. Behavior of character
6. Response of character to other characters or to situations

. Students read an assigned short story.

. Students identify which of the six techniques the story employs by writing down one example of each tecnhique that they find.

(Using this assignment students should be prepared to explain any given technique in a class discussion.)

The previous numbered page in the original document was blank

Title: Character Portrayal Through Contrast
Group Size: individual, entire class
Materials: paper, pens, short story which contains a character foil

Suggested Monitoring Procedures

Write these techniques on the board/overhead.

Discuss each technique carefully, asking several students to explain their examples.

Suggested Resources

McFarland, Philip, et al, Forms: Focus on Literature, Houghton Mifflin, Boston, 1978.

District Resources

Suggested Activities: Grade(s) 9-12

Procedure(s):

- Teacher explains meaning of term character foil.
- Students read an assigned short story which contains character foil.
- Students write and be prepared to discuss a brief outline of the characters' differences. Example outline for "The Angel"

Miss Barry	Mrs. Jones
slim, active, determined	fat, lazy, apathetic

- Teacher conducts class discussion on the characters' differences, placing emphasis on the fact that one character is contrasted to another in order to strengthen the reader's impression of the latter.

Title: Empathy for a Character
Group Size: individual, entire class
Materials: paper, pens, short story which contains empathy for a particular character

Procedure(s):

- Teacher explains meaning of empathy.
- Students read an assigned short story which contains empathy for a character.
- Students write responses to questions designed to have them analyze ways in which empathy is created for a specific character.
- Teacher reads aloud those papers that best answer these questions.

Sample questions for "If We Must Die" by Junius Edwards:

- What methods do the registrars use to undermine Will physically and mentally?
- Why is it ironic that Will is disqualified on a technicality concerning the Army Reserves?
- Why is it ironic that one registrar calls Will a liar?

Suggested Monitoring Procedures

Make a class outline on the board/overhead.

Emphasize the use of contrast as a strengthening of the reader's impression of a character rather than emphasize use of contrast alone.

Suggested Resources

"The Angel", Pearl S. Buck

"If We Must Die", Junius Edwards

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the meaning of the terminology needed to analyze and discuss point of view: first person, third person, omniscient. B. The student is able to recognize the narrative role of the writer (point of view) and how it affects the tone and the reader's interpretation.

State Goal 1
District Goal
Program Goal 1,3,4

Related Area(s) See personal application and relevance section

Suggested Activities: Grade(s) 9-10

Title: Point of View
Group size: entire class or small groups
Materials: paper, pens, two short stories (one with 1st person limited narrator, one with 3rd person omniscient narrator)

Procedure(s):

- Explain point of view to the students.
- Have students read two short stories with these two contrasting points of view; first person limited narrator and third person omniscient narrator.
- Have students write an analysis of the points of view employed in these two stories, concentrating on both the advantages and disadvantages of each type of narration.
- Provide some guidelines for this analysis, e. g.:

  First-Person Limited Narrator
  - indicate the effect the narrator's age has on his/her observations.
  - indicate the effect immediacy has on the character's believability.

  Third-Person Omniscient Narrator
  - indicate the effect the narrator's all-knowing point of view (accompanied possibly by his/her own opinions and sympathies) has on reader interpretation of the story.
  - indicate the effect the narrator's all-knowing point of view has on the believability of the story's events.

Suggested Monitoring Procedures

Possible Resources

McFarland, Philip, et al, Forms: Focus on Literature, Houghton Mifflin, Boston, 1978

District Resources

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
Variation: See section on point of view in Personal Application and Relevance section entitled Two Stories: Two Boys		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS/LITERATURE

SPECIFIC AREA: Analysis of Literature

Author's Use of Language

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. the author's style (formal and informal) is characterized by word choices, sentence patterns and point of view.	219	9-12					
. that tone is the writer's attitude toward his subject and audience (e.g., ironic, serious, objective, alienated, satirical, tragic and sentimental).	219						
. a writer may use a pattern of images to contribute to the overall meaning (e.g., the "clothes" images in MacBeth).	221						
. writers frequently allude to mythical characters and events, to Biblical allusions, and to characters and situations found in works of influential writers.							
The student is able to:							
. determine the writer's purpose as indicated by the genre, tone, mood, language devices and content.	223						
. identify the elements and effect of figurative language in a literary work.							
. relate the author's use of suspense and foreshadowing in creating tension that contributes to the reader's interest.	225						
. identify symbolism in literary works.							
The student values:							
. the author's use of language as it contributes to the drama and depth of a text.	225						
. the variety of unique ways in which language is used in poetry.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that tone is the author's attitude toward his subject and audience. (e. g., ironic, serious, objective, alienated, satirical, tragic and sentimental). B. The student knows that the author's style is (formal and informal) is characterized by word choices, sentence patterns, and point of view. C. The student knows that to best understand a work, it should be read from its own historical-cultural point of view. (From Historical/Cultural section.)

Related Area(s)

State Goal	1,4
District Goal	
Program Goal	4,5,6

Suggested Activities: Grade(s) ______

Title: Satire
Group size: entire class
Materials:

Procedure(s):

Note: Satire speaks to people of a specific time and place; to expect students to understand satire without a background of information about that time and place is unrealistic. Therefore, a week or two before the study, readings in intellectual and social history should be assigned.

- Explore the general methods of satire, using examples on subjects familiar to students:
  - Exaggeration: W.S. Gilbert "When I Was a Lad", and "The Aesthete".
  - Irony: Arthur H. Clough, "The Latest Decalogue".
  - Ironic Symbol: W.H. Auden, "The Unknown Citizen": (or discuss Babbitt, Brave New World, or Animal Farm.)
  - Travesty: G.H.M. Nichols,"Interviews with the Anonymous".
  - Parady: on Hemingway, Salinger, Faulkner, etc.
- Discuss these or similar works, with an explanation of the methods of satire. Open discussion with familiar examples, as in calling someone stupid:
  - Exaggeration: "You are the most remarkable student in the Puget Sound area",
  - Irony: "You are truly a fine student",
  - Ironic Symbol: "My friend was quite as intelligent as you, and was awarded with an F for his future",

Suggested Monitoring Procedures

Have students relate how different authors have used satire because of the time and setting.

Possible Resources

McFarland, Philip, et.al., Forms, Focus on Literature, Houghton Mifflin and Co., Boston, 1978.

District Resources

The previous numbered page in the original document was blank

Suggested Activities: Grade(s) ______

Travesty: Imitate foolishly the subject matter as an exaggeration of a teacher's lecture.
Parody: Imitate foolishly the speaking style - as, an exaggeration of a disinterested student's comments.

- Give additional material to be read as homework. Answer two questions: "What is being criticized"? and "What methods did the author use to achieve this criticism"?
- Discuss the works in class, and ask students what methods they would use to criticize the following social elements: Communism, Mother's Day, the school principal, their town. Ask them how their criticism would change if they were criticizing Student's Day, or a larger city. (This should show that satire is written by one closely involved with the subject and is written for self-protection.)
  Note: If not serious, satire becomes comedy.
- Discuss tone next and how it determines the author's attitude toward his subject. (Satire is a medium between comedy and sarcasm.)

Variation:

- Study 18th Century social history, leading into a similar study, for comparison, on Jonathan Swift's "A Modest Proposal" and Gulliver's Travels, and Pope's "The Rope of the Lock".
  1. What satirical elements were used?
  2. What social problems were satirized which are still relevant today?
  3. What comments were made that would be entirely unacceptable today? Why could our culture not accept ideas printed in the 18th Century?

Suggested Monitoring Procedures

Do not let students think satire is just organized sarcasm. Satire must be funny. Sarcasm is blatant ridicule.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows a writer may use a pattern of images to contribute to the overall meaning (e.g., the "clothes" images in MacBeth). B. The student knows the author's style (formal and informal) is characterized by word choices, sentence patterns and point of view.

State Goal	1.4
District Goal	
Program Goal	4,5,6

Related Area(s) See Literary Genre: Essay/Biography (Point of View)/Drama (Purpose, Method, and tone).

Suggested Activities: Grade(s) 9-12

Title: Repetition for Effect
Group size: entire class
Materials: poetry and short stories by Edgar Allen Poe.

Procedure(s):

- Read to the class the poem, "The Bells". Let them discover why the poem is effective (the repetition cannot be ignored.) Discuss onomotopeoia - why does Poe repeat so often the sounds and the word "bells"? How does the repetition add to the poem (by definition of poetry)?
- Reread the poem, saying the repeated word, this time, only once. What effect is missing?
- Discuss with the class the life of Poe and his youthful marriage and subsequent death of his wife. Use this as an introduction to "The Raven".
- Read the poem "The Raven" and proceed with a discussion similar to that on "The Bells". Note the differences in sentence length, and the use of internal rhyme.
  Note: In "The Raven" the words are longer and more foreboding throughout, whereas in "The Bells" the poem leads up to such style with the bells becoming threatening.

420

Suggested Monitoring Procedures

Quiz students on how Poe uses images to enhance the meaning of his poems.

Have students contrast Poe's style with other authors.

Possible Resources

Library books of Poe or anthology.
McFarland, Philip, et al, Forms, Focus on Literature, Houghton Mifflin & Co., Boston, 1978.

District Resources

421

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to determine the writer's purpose as indicated by the genre, tone, mood, language devices, and content. B. The student knows that to best understand a work, it should be read from its own historical/cultural point of view. (From Historical/ Cultural section)

Related Area(s) ________

State Goal	1,4
District Goal	
Program Goal	4,5,6

Suggested Activities: Grade(s) 11-12

Title: Identification of Purpose
Group size: entire class
Materials: mimeographed copy of poetry

Procedure(s):

Note: This lesson can be done only after an exhaustive study of the author's use of language, combined with the Historical/Cultural approach.

. Find short selections (16-25 lines) representative of historical periods and representative of writing styles. Examples:

A Shakespearean Sonnet,
A Cavaliet Lyric,
poems by Wordsworth,
Robert Frost,
and E.E. Cummings.

. Give students copies of the poems in no specific order and without mentioning the author's name. Students are to analyze each poem on its own merit, answering the following questions with supporting reasons.

- In which historical period was the poem probably written?
- What are some social values the poem emphasizes?
- What is the author's style and purpose?
- What tone does he use to express his attitude?
- Does he use a pattern of images?
- Who may the author be?

Note: Give students credit if they can equate any author's style and purpose with the selection.

Suggested Monitoring Procedures

Quiz students on the selections used to determine if they can relate the writers' purposes (e.g., by tone, mood, language devices and content).

Possible Resources

McFarland, Philip, et al, Forms, Focus on Literature, Houghton Mifflin & Co., Boston, 1978.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to relate the author's use of suspense and foreshadowing in creating tension that contributes to the reader's interest. B. The student values the author's use of language as it contributes to the drama and depth of a text.

State Goal	1,4
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Keep Them Guessing
Group Size: Entire Class
Materials:

Procedure(s):

- Discuss foreshadowing:
  1. How do you know when it's nearing lunchtime?
  2. How do you know when Christmas is approaching?
  3. How do you guess the ending to a television show or a book?
  4. (Continue questions until you are sure students understand foreshadowing.)
- Read a student-written short story which leads up to a climactic point and ends suddenly.
- Discuss the story and why it "fails" in its attempt to entertain.
- Show the film mentioned, or give other examples of stories lacking suspense.
- Read a suspenseful story, and stop just short of the ending. How does it make the students feel? Relate this to TV serials, such as soap operas. Why are they successful?
- Assign stories that are strong in suspense ("The Scarlett Ibis", "The Most Dangerous Game", "The Magic Shop",) and some others void of suspense ("The Secret Life of Walter Mitty", "The Portable Phonograph", "The Wilderness". Compare the two to realize suspense.
- End the unit by reading "The Lady or the Tiger" and viewing the film, if possible.

428

Suggested Monitoring Procedures

An author frequently gives clues that suggest later events (foreshadowing). Some clues are recognizable in first reading; others, only after rereading. Have questions that call for both responses from the selections used.

Possible Resources

Holding Them Spellbound.
ESD District 189
Film #F1917
Centron Film c.1971
17 minutes

The Lady or the Tiger
ESD District 189
Film #F1919
Britannica Film c. 1969
16 minutes

District Resources

429

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS/LITERATURE

SPECIFIC AREA: Personal Application and Relevance

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. that literature is a source of information, satisfaction, relaxation, stimulation, escape, and challenge.	233	9-12					
. that literature's portrayal of characters can help the student gain insight into his/her own life.	229						
. through literature the possible consequences of conformity and nonconformity (e.g., loss of self-direction, loss of personal identify, ostrocism, persecution).	235						
The student is able to:							
. respond subjectively and honestly to a literary work and support a subjective response (i.e., explain why the work was liked or disliked--beyond the "It was dumb" level).	233						
. be more sensitive to beauty and human feeling through reading and applying literature to personal experience.							
. come to a deeper understanding of self and others through the empathetic and active reading of literature.	229						
. use the different points of view in literature as a means of looking at her/his own experience.	229						
. expand his/her view of life by identifying with people and situations encountered in literature.	229						
. hypothesize the validity and worth of a literary text.	231						
The student values:							
. his/her own response to a literary work.	233						
. literature as an aid in examining his/her own values.	235						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that literature's portrayal of characters can help the student gain insight into his/her own life. B. The student is able to come to a deeper understanding of self and others through the empathetic and active reading of literature. C. The student values literature as an aid in examining his/her own values.

Related Area(s)

State Goal	1,4
District Goal	
Program Goal	3,4,5

Suggested Activities: Grade(s) 9-12

Suggested Monitoring Procedures

Possible Resources

District Resources

Title: Common and Uncommmon People
Group size: entire class
Materials: text books and worksheets

Procedure(s):

- List the following literary selection on the board: Novels
  - A Separate Peace, John Knowles
  - Of Mice & Men, John Steinbeck
  - All Quiet on the Western Front, Eric Remarque

  Plays
  - The Miracle Worker, Gibson
  - A Dolls' House, Ibsen
  - The Diary of Ann Frank, Goodrich & Hackett
  - The Effect of Gamma Rays on Man in the Moon Marigolds

  Poetry
  - Nikki - Rosa, Giovanni
  - Richard Cory, E. A. Robinson
  - Spoon River Anthology, E. L. Masters

  Short Stories
  - Flowers for Algernon, Daniel Keyes
  - A Christmas Memory, Capote
- If you have classroom sets of the novel, assign reading for outside class. The other selections may be read aloud in class.
- A variety of characters with a variety of prob-

The previous numbered page in the original document was blank

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
lems are presented. Discuss those characters with whom the students' can feel a common experience. What have they learned about themselves through their reading? . Discuss the characters whose personalities or experiences are outside the realm of the students' experiences. Can they feel sympathetic to the character? What understanding do they have of this person?		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 -12

Student Learning Objective(s) A. The student is able to hypothesize the validity and worth of a literary work. B. The student values his/her own response to a literary work.

Related Area(s)

State Goal	1,4
District Goal	
Program Goal	3,4,5

Suggested Activities: Grade(s) 12

Title: Theme of Evaluation
Group size: entire class, small group
Materials: novel, text

Procedure(s):

- Have each student read a literary selection picked by you from the text.
- Discuss with the class the evaluation of literature and a rationale for evaluation.
- Lead students to the questions:
  "By what standards may a work be judged?"
  "How do I make this judgment?"
- Enumerate the following evaluation standards as preparation for the writing assignment:
  1. truth - the implication of generality and universality in human life.
  2. affirmativeness - no matter how bad the conditions life is valuable and worthy of dignity and respect.
  3. totality - judging a work as the sum of all its parts
  4. vitality - insight into humanity
  5. beauty - the parts fit the whole
  6. personal preference - based on accumulated knowledge and experience therefore always changing.
- Assign the theme of evaluation, explaining that the purpose of the theme is to judge whether the novel they read was good or not. If so, why? If not, why not?

Variation: Have students do a literary critique of a play or literary selection.

Suggested Monitoring Procedures

Possible Resources

Roberts, E.V., Thinking and Writing About Literature, Prentice-Hall, Englewood Cliffs, NJ, 1978.

Christ, Henry I., Modern English in Action, D.C. Heath and Company, Lexington, Mass., 1978.

District Resources

Suggested Activities: Grade(s) ________	**Suggested Monitoring Procedures**	**Possible Resources**
• Students are given sample copies of themes of evaluation to read and critique. • Class time is provided for writing sessions so that the teacher can observe whether of not students are able to apply standards of evaluation in their writing.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that literature is a source of information, satisfaction, relaxation, stimulation, escape and challenge. B. The student is able to respond subjectively and honestly to a literary work and support a subjective response (i.e., explain why the work was liked or disliked beyond the "It was dumb." level.) C. The student values his/her own response to a literary work.

Related Area(s)

State Goal	1,4
District Goal	
Program Goal	3,4,5

Suggested Activities: Grade(s) 9-12

Title: Book Reviews
Group size: entire class
Materials: books selected by the students

Procedure(s):

- Discuss with the class the various pleasures and rewards of reading.
- Choose some books you like and which might appeal to the students and present them to the class as short book reviews.
- Discuss with the class the elements of a good review. Bring examples from newspapers and magazines.
  Note: The ideal review tells just enough to interest the reader. It touches upon character, setting, theme or incident but never gives away a surprise. It may include an interesting incident from the book which is entertaining or informative, and it usually offers favorable and unfavorable criticism.
- Ask each student or present a book review to the class.
- Have the class respond to the review.

441

Suggested Monitoring Procedures

Interact with the reviewer and the class.

Possible Resources

Library books

District Resources

442

Suggested Activities: Grade(s) ______	**Suggested Monitoring Procedures**	**Possible Resources**
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows through literature the possible consequences of conformity and nonconformity (e. g., loss of self direction, loss of personal identity, ostracism, persecution). B. The student values literature as an aid in examining his/her own values.

State Goal	1,4
District Goal	
Program Goal	3,4,5

Related Area(s)

Suggested Activities: Grade(s) 9-12	**Suggested Monitoring Procedures**	**Possible Resources**
Title: Do I Know What I Value? Group size: small groups or entire class Materials: copies of a novel or short story for group or class Procedure(s): • Read aloud Ray Bradbury's short story, The Last Night of the World. Discuss the reaction of the man and woman to this event. Are they believable? How might you react? Others? • Have the entire class read Lord of the Flies, Golding or A Separate Peace, Knowles. (Perhaps they could have read them earlier as part of a novel unit. Or perhaps this objective could be incorporated in a novel unit.) • Discuss with the class the loss of self-direction, personal identy and values that the boys in Lord of the Flies experience. What values do they give up and how does this cause them to act more savagely? • In the novel, A Separate Peace, Gene's jealousy and then his guilt cause him to try to become Phineas. How does his loss of identity affect him? What does he mean when he says, "I was on active duty all my time at school; I killed my enemy there." Discuss with entire class. Variation: Divide class into two or more groups. Have each group work on one of the two novels suggested and discuss the questions among themselves.	Have students identify examples of conformity and non-conformity in their reading.	Anthologies Library books **District Resources**

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to use the different points of view in literature as a means of looking at his/her own experience.

State Goal 1,4

District Goal

Program Goal 3,4,5

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Two Stories: Two Boys
Group Size: entire class
Materials: "Barn Burning" by William Faulkner; "My Old Man" by Ernest Hemingway

Procedure(s):

- Begin with a discussion of the theme of each story--a boy who is loyal to a father whose corruption is detested by his associates, whose corruption causes his death, and whose legacy is a boy left to ponder the implications of the corruption and the loss.
- (The lesson focuses on the authors' methods of revealing the attitude of each boy toward his father.)
- Compare and contrast the openings of the stories. (The contrast between points of view is immediately striking. Faulkner uses the omniscient 3rd person; Hemingway, the limited 1st person. Discussion centers on the observation that Faulkner's is a story with a boy and Hemingway's is a boy with a story. Young Sartoris Snopes will be revealed through explication; Young Butler will be revealed wholly through dialogue.)
- Discuss the relationship between paragraph complexity and point of view. (Faulkner's long, introspective narrative develops omnisciently extended thoughts of the boy. He imputes dialogue beyond the boy's years.

Suggested Monitoring Procedures

Teacher prepares discussion questions and leads discussion.

Possible Resources

Film: "My Old Man"
Film: "Discussion of 'My Old Man' "
(ESD 39 film library)

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

Hemingway's boy, speaking only with the limited wisdom of his years, cannot comprehend beyond the here and now, the implications of which largely escape him.)

- Compare and contrast the reactions of each boy to the resolution of conflicts and the inevitable destruction of the fathers. (Young Sartoris becomes a man of action, but he also becomes articulate. The verbalizing Joe Butler becomes strangely quiet. Abner Snopes has left his boy a legacy of a firm determination; Mr. Butler has left only emptiness.)

- Suggestions for further discussion: imagery, the framing of dialogue, sentence structure, tense and voice of verbs
- Suggestions for writing topics:
  1. How does an author's choice of point of view affect your judgment of a story?
  2. Evaluate Faulkner's/Hemingway's use of point of view to reveal character.
  3. Which character (Young Sartoris or Joe Butler) do you feel closer to? How significant is the author's choice of point of view in achieving this feeling of closeness?

District Resources